Program Review Quality Assurance Plan

Quality Assurance Plan for: BBA Entrepreneurial Leadership

Date submitted to SSCPR: April 19, 2018

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

Date of External Review: July 9, 2018

SUMMARY

Launched in 1999, The Entrepreneur Leadership program (ENTR) was the first Bachelor's of Business Administration program implemented by KPU. It provides full-time and part-time students the opportunity to successfully undertake roles in general management, new venture creation and development, and sales management in any sector of the economy, within a local or global scope. The credit graduation requirement is 120 of required credits and electives with an option to include a Co-Operative Education component requiring an additional 28 Co-Op education credits.

Program's "North Star" (Source: Self-Study Report)

i. The successful graduates will be able to design and implement strategies, tactics, procedures and tools that respond to organizations' needs in any stage of development. This will be assessed by projects with real-world organizations where they must apply the latest concepts and techniques in the structuring and management of both primary and support activities, promoting a culture of sustainability and corporate social responsibility.

ii. The successful graduates will be able to use operations, marketing, human resources, financial, and technology-related management skills and approaches and to identify innovation opportunities to successfully design, develop, and commercialize inventions and new ideas through new ventures or within existing enterprises. These skills will be assessed by the hands-on launch of a new good or service or by the auditing of the entrepreneurial traits and performance of an existing organization.

iii. The successful graduates will be able to introduce, set up and use appropriate sales concepts, techniques and technologies to identify and stimulate demand for the organization's goods and services; this includes developing sales using the organization's marketing channels, recommending methods for the promoting and selling of the organization's goods and services, customizing sales techniques, and supervising the sales force. These skills will be tested through a performance-based sales project completed with real-world partners.

STRENGTHS

The Program has over the past 20 years been effective, considering KPU's polytechnic mandate of being an applied, regional, teaching-intensive university. As follows, evidence from the self-study report (SER) that supports such claims:

- **93.6%** of ENTR graduates are employed, **83%** employed in the field (Source: SER, IAP / ADM Data, averages based on Ministry Advanced Education Benchmark);

- **92.8%** of alumni agree the program prepared them for employment (Source: SER, alumni survey);

- The Sales Course (ENTR 4140) has raised **CA$ 3.86 million** for scholarships at KPU (Source: KPU Foundation via email);

- Practicum (ENTR 4250) has raised **CA$ 816 thousand** available at the KPU foundation for student projects (Source: KPU Foundation via email);

- **92.9%** of alumni agree their time was well-spent in the program (Source: SER, alumni survey);

- Graduates rate over **90%** in writing clearly, speaking effectively, working effectively with others, analysis and critical thinking (Source: IAP / ADM Data, averages based on Ministry Advanced Education Benchmark).

CHALLENGES

To enhance the program's likelihood to attract and retain students.

Overall, the program has been struggling with enrollment. The number of students enrolled in the program has declined over the years (source: IAP / self-study report).

To reduce the attrition rate within the program without sacrificing the current level of rigour, proven to be beneficial to students and graduates once they reach the job market.

The ENTR program also has a higher withdraw and repeat rates, when compared to BBA Human Resources and BBA Marketing (source: IAP / self-study report).

To implement modern, market-ready technologies in the classroom.

The ENTR program educates students who will manage, create and grow businesses in a Twenty-First Century economy. It becomes paramount to include modern technologies (e.g. data analytics) within current course offerings. This is a complementary form of experiential learning, in line with "The KPU Distinction", particularly concerning our graduates' preparedness for digital transformation and the premise of lifelong learning, both ideas firmly expressed within KPU's Vision 2023.

OPPORTUNITIES

The Entrepreneurial Leadership Program (ENTR) has had a positive impact not only on the School of Business at KPU, but a positive impact on the business community KPU serves. The Program has the potential to be a feature program and further propel KPU's brand (i.e., "Where Thoughts Meet Action"). The ENTR Program is well-positioned to showcase multiple KPU's Vision 2023 goals (e.g., A1, A2, and A3). In order to realize its full potential, The Program must clarify and simplify its message. It is also necessary to, accordingly, fine-tune and update course offerings. The ENTR program must more effectively integrate with other programs within the School of Business and the larger KPU community. Ultimately, the program must efficiently market itself to become a program of choice at KPU.

THREATS

The ENTR program's main threat is viability in the short-term. It is costly to run courses at 40 or 50% capacity. Nevertheless, The Program requires a long-term perspective, in terms of Strategic Enrollment Management (SEM) planning, considering the program's accolades and potential.

QUALITY ASSURANCE GOALS

GOAL 1: Define and communicate a clear, strong, and unique value proposition for the program.

RATIONALE FOR THIS GOAL:

The program was the first BBA launched at KPU. It was designed to be innovative and practical. Thus far, the ENTR program has been successful in preparing students for business and industry, but there is no clear, unequivocal, and wide-spread (internal and external) understanding of what the program delivers to students and by extension to the business community. The program's name, "Entrepreneurial Leadership" does not convey the same immediate meaning as do the other School of Business BBA programs: Accounting, Marketing Management, and Human Resources Management. Accordingly, there is a natural need to reinvigorate the program to maintain its edge over alternative program offerings (internal and external to KPU).

Given that some of the goals identified in the following pages will be driven by the program's unique value proposition, we have placed this goal as Goal #1.

Recommendation(s) this Goal Addresses	Report (page number)
"Need for internal envisioning to determine what makes the program unique and market that message in a succinct way to both current and future students". "Why should the ENTR be considered a program of choice?"	ERR[1] (P.1, 2)
"Lack of faculty agreement on the notion of entrepreneurial leadership". "Lack of internal (non-faculty) knowledge of what the Program does and, how it serves students and enterprises".	SER[2] (P.4, 6)
"Lack of clear product identity".	SER (P.40)

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[1] ERR (External Review Report)
[2] SER (Self-Study Report)

GOAL 2: Strengthen connection with industry and surrounding communities.

RATIONALE FOR THIS GOAL:

As an applied program, experiential and service-learning components are integrated throughout the program. We have determined course offerings will maintain and strengthen current project-and-community-based learning. Other forms of community-based projects will be developed and implemented to enhance existing partnerships with the business community.

Recommendation(s) this Goal Addresses	Report (page number)
"Need for practical, hands-on experience. Connection with industry, highly regarded by students and alumni, should be maintained, extended, and strengthen".	ERR (P.2, 8)
"Need for greater external recognition of the Program's value in providing students, knowledge, skills and abilities to compete and perform well in enterprises, post-graduation".	SER (P.6)
"Industry and community engagement need to be a higher priority".	SER (P.40)

GOAL 3: Update course offerings to match the program's unique value proposition and the need to intensify connections with industry, while increasing the likelihood of student success during the program.

RATIONALE FOR THIS GOAL:

Course content, delivery methods and learning outcomes must be updated to align with current needs and future trends of industry in the Twenty-First Century. Course content, delivery methods, and learning outcomes must reinforce program learning outcomes and the program's value proposition arising out of Goal #1. As clarified in the Self-Study report, program learning outcomes are gradually developed from foundational courses to the practicum. The review of course offerings will help increase student success during the program. Lastly, course offerings will be updated for each course, with an emphasis on market-ready technologies (e.g., data analytics, customer relationship management, supply chain management systems) to ensure continued relevance of courses for student success in industry after graduation.

Recommendation(s) this Goal Addresses	Report (page number)
Review all program courses to adhere to program learning outcomes (PLO). "Consider injecting sales / customer analytics to invigorate courses. Consider more focus on Big Data analytics".	ERR (P.3)
"Emphasize entrepreneurship and business creation to differentiate the program from marketing".	ERR (P.4)
"Program relevance and how, it could be positioned as an alternative to more traditional BBA programs within KPU".	SER Ch2 (P.6)
Not all current students surveyed believe the program is delivering on PLO 1-3.	SER (P.12, 20)
"As part of the Program's approved Program Review process, the Program needs to fully implement a full review of all ENTR denoted courses to align course content to the Program's 3 Learning Outcomes".	SER (P.24)

GOAL 4: Enhance faculty and student membership and engagement within the program's activities.

RATIONALE FOR THIS GOAL:

The ENTR program is the only "virtual" department within KPU's School of Business. Most faculty members who teach within ENTR are also cross-appointed (i.e., 'belong') to other departments (e.g., Marketing, Accounting, Business, Communications), which means their time and commitments are divided between 2 departments. Additionally, as the BBA Entrepreneurial Leadership was the initial BBA program with KPU's SoB, some of the current ENTR courses (e.g., ENTR4200 - Business Strategy) are also required service courses for other BBA programs. Arguably, there is a lack of program 'loyalty' and overall engagement in program activities.

Recommendation(s) this Goal Addresses	Report (page number)
"Low level of belonging and association with the program. Few instructors are assigned only to ENTR courses hence, creating a low level of "belonging" and association / identification with the program".	SER (P.29).

GOAL 5: Seek and improve collaboration with other departments within the School of Business and other KPU divisions.

RATIONALE FOR THIS GOAL:

To multiply the possibilities for meaningful engagement with the communities KPU serves, the ENTR program must seek complementarity, collaboration and (where appropriate) partnership with other departments and programs at KPU. For instance, Product Design (Wilson School of Design) or Environmental Protection, Advanced Manufacturing (Trades), and Brewing Operations (KPU Science) could provide the context for relevant, applied business projects for ENTR students.

This kind of collaboration has the added benefit of providing our students with a broader, more inter-disciplinary context, a critical skill-set for the Twenty-First Century global economy.

Recommendation(s) this Goal Addresses	Report (page number)
"Need to develop a process to market the value of community outreach established during hands-on projects at later stages of the program to internal and external stakeholders".	SER (P.36, 40)

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

Recommendations	Report (page number)	Rationale
"To split the capstone course in two to emphasize business launch".	External Review (Chapter 8, Page 8)	The structure of the capstone course will be reviewed, based on the delivery of PLO. Once this process is completed, a better assessment of the need to re-structure the course can be made. **This review process is better explained on Goals 2 and 3, and, particularly, Strategy 3 of this quality assurance plan.**
Concerns related to library resources.	External Review (Chapter 7, Page 7)	The program is no longer moving to the new Civic Plaza location. Students will continue to use KPU's library resources, shared by all KPU divisions.
"Need for practical, hands-on industry experiences".	External Review (Chapter 8, Page 8)	As previously mentioned, service learning is staple within the program and several courses (e.g., practicum, IT for Business) include a project with an industry partner.
Classrooms in need of upgrade (layout and equipment).	External Review (Chapter 7, Page 7)	The program shares resources with other programs and divisions at KPU. Any changes or improvements to classrooms, layout, and equipment are decided based on the needs of KPU as a whole and subsequent institutional budget review/approval processes.

QUALITY ASSURANCE FIVE-YEAR ACTION PLAN

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGINS: February 2019

STRATEGY 1: Redefine the program's value proposition, tapping on the Program's "North Star". Consequently, devise a market plan with a concise message to communicate the Program's value proposition to stakeholders. This message will include rebranding and possibly a name change.

GOAL(S) THIS STRATEGY SUPPORTS: 1 and 3.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY	To be Completed By (M/YY)	Notes
Conduct an online discussion about the program's unique value proposition.	Faculty member - TBA	April 2019	May 2019	This discussion must be guided by a semi-structured, qualitative survey.
Host a one-day, facilitated workshop to coin and solidify the program's unique value proposition and message.	Marcelo Machado	May 2019	May 2019	An external facilitator (with no direct ties to the program) must be brought- in to help with this process. A potential outcome of this exercise is the proposal of a new name (concise and market friendly) for the department. A program name change, if arising out of this meeting, needs to be implemented and approved through KPU's academic governance structure.
Develop a marketing plan to communicate the program's value proposition and unique message	Faculty Member-TBA	June 2019	December 2019	A special emphasis must be placed on social media as a platform to broadcast the program's unique message.

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? 1. Budget for hosting events; 2. Budget for on-campus and online marketing.
When are these resources required? From April 2019, ongoing.
What Faculty and/or Institutional support is required? 1. KPU Marketing and Communications. 2. School of Business Staff. 3. Volunteer Faculty Members.

STRATEGY 2: Expand, diversify, and strengthen connections with industry and communities KPU serve.

GOAL(S) THIS STRATEGY SUPPORTS: 2 and 4

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Seek connections and collaboration with industry associations (e.g., Surrey Board of Trade, BCTECH).	Faculty Member- TBA	March 2019	September 2019	The outcome of this step is to form partnerships with industry, particularly considering the service-learning approach many of the course offerings take.
Seek connections and collaboration with entities, public and private, promoting innovation and entrepreneurship (e.g., Innovate BC, Startup Vancouver, Futurepreneur).	Marcelo Machado	March 2019	Ongoing	Contact has been initiated and the expectation is to establish collaboration and partnerships with these organizations.
Resume and revitalize the ENTR club to promote engagement of students and networking with KPU Friends[3].	Faculty Member- TBA	April 2019	Ongoing	This initiative will count with support from ENTR faculty but will ideally be managed by students.
Reignite and intensify collaboration with the Program's Advisory (PA) board.	Faculty Member - TBA	April 2019	Ongoing	The program has established an advisory committee and must find a mechanism to consistently interact with the PA Board, who ultimately represents the business community we serve.
Establish a yearly event to promote networking between students, faculty, and KPU Friends.	Faculty Member - TBA	November 2019	Yearly	This should be a networking event including keynotes from industry.

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? 1. Budget for hosting events; 2. Budget for on-campus and online marketing.
When are these resources required? From April 2019, ongoing.
What Faculty and/or Institutional support is required? 1. KPU Marketing and Communications. 2. School of Business Staff. 3. Volunteer Faculty Members.

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[3] *KPU Vision 2023 defines KPU Friends as "alumni, retirees, visitors, donors, members of advisory boards, KPU Foundation Board, and all members of the communities we serve."*

STRATEGY 3: Review and update all course offerings, beginning with the Year 4 courses in general and starting with the practicum course.

GOAL(S) THIS STRATEGY SUPPORTS: Goal 3.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Review and update ENTR4250 (Practicum)	Practicum Roster Additional Faculty Member -TBA	May 2019	December 2019	The structure of the practicum must be revisited, from the perspective of fully delivering on PLO and the "Program's North Star". In addition to the course roster, one faculty member not teaching the course should participate to assure diversity of viewpoints during the assessment.
Review and update course offerings	Course Mentors. Additional Faculty - TBA	May 2019	December 2019	The inclusion of industry-ready technologies needs to be considered. We are educating students who will be in the workforce decades from now. Hence, they will operate in very different, digitalized work environments.
Study the alignment of the Business Education Framework (BEF)courses in consideration of specific learning outcome needs of the program. Explore the development of program-specific foundational courses.	Faculty - TBA	May 2019	December 2019	In coordination with other departments, considering the BEF, the department will explore the development of program-specific courses (e.g., introducing innovation focused, entrepreneurial concepts, and market-ready technologies) earlier, during years 1 and 2.

Resource Implications (if applicable)
What are the resources required to achieve this Strategy?   Budget for professional development, licensing software, and acquiring learning technologies.
When are these resources required? Ongoing
What Faculty and/or Institutional support is required? IAP, Teaching Fellows, School of Business Staff, and Volunteer Faculty Members.

STRATEGY 4: Consolidate the Entrepreneurial Leadership Department.

GOAL(S) THIS STRATEGY SUPPORTS: 1,4, and 5

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Explore the development of a post baccalaureate or graduate program in Innovation and Entrepreneurship.	Faculty Member – TBA Dean's Office	May 2019	December 2019	KPU business has a framework for post baccalaureate or graduate programs. Some of the courses serving our current graduate programs, for instance, can be repurposed. Only a small number of courses will need to be developed, based on revised course offers for the ENTR program. The new post baccalaureate and graduate programs could tap into the pool of graduates from other KPU divisions, as well as, from domestic markets (e.g., industry) and international markets. This idea may fit well with KPU's current strategy to make its mark at Civic Plaza.
Conduct Feasibility Study on the idea of re-launching the Program as specialty program or a BBA Honours Program.	Faculty Member TBA	May 2019	December 2019	As a specialty program, ENTR could operate out of the rigid scope of a BBA program. For instance, it could work with smaller class sizes, compressed classes on weekends, offering fast-track modes of delivery for business professionals. As a BBA, Honours program, ENTR could aim to attract high performance students, more likely to succeed, considering the rigours of the program. This feasibility study should focus on a determining a clear market need and, naturally, budgetary constraints KPU faces.
Collaborate with the Dean's Office on a feasibility study about the implementation of an Entrepreneurial Leadership Department.	Faculty Member - TBA	April 2020	December 2020	The idea is to have a core team of faculty members specifically assigned to the department, like in the case of other programs (e.g., Accounting, HR, and Marketing). If supported by the study, this initiative must be consistent with the relevant articles of the Collective Agreement and KPU's Senate policies.

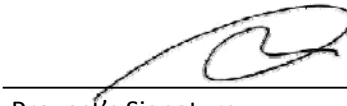| Resource Implications (if applicable) |
|---|
| What are the resources required to achieve this Strategy? 1. Funding for time release for one faculty member exploring the development of post baccalaureate and graduate programs. 2. Funding for time release for one faculty member studying the specialty and BBA Honours alternative for the program. |
| When are these resources required? September to December 2019 |
| What Faculty and/or Institutional support is required? IAP, School of Business Staff, and Volunteer Faculty Members. |

PLAN SUPPORTED BY:

Salvador Ferreras		30-Apr-19
Provost's Name	Provost's Signature	Date

Stephanie Howes		29-Apr-19
Dean's Name	Dean's Signature	Date