

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Regular Meeting
Wednesday, October 1, 2025
2:00 p.m. - 4:00 p.m.
Teams

AGENDA

- | | | |
|---|--------------------------|------|
| 1. Call to Order | Fergal Callaghan | 2:00 |
| 2. Approval of Agenda | | |
| 3. Committee Member Introductions | | 2:05 |
| 4. Approval of Minutes, June 25, 2025 | | |
| 5. Chair's Report | | 2:10 |
| 6. New Business | | |
| 6.1. Changes to the Quality Assurance Plans..... | Lori McElroy | 2:15 |
| 6.2. Journalism First Annual Follow-Up Report | | |
| Chad Skelton, Tracy Sherlock, Shelley Boyd | | 2:35 |
| 6.3. Marketing Quality Assurance Plan | | |
| Jaime Mah, Rajinder Singh, Wayne Tebb, Alia Somji | | 2:45 |
| 6.4. Entrepreneurial Leadership Self-Study Report | | |
| Katherine Carpenter, Brad Anderson, Alia Somji | | 3:00 |
| 6.5. Election of Committee Chair | Catherine Schwichtenberg | 3:30 |
| 7. Items for Discussion..... | | |
| 7.1. SSCPR Mandate and Membership..... | Fergal Callaghan | 3:40 |
| 8. Manager's Report for OPA | Melike Kinik-Dicleli | 3:55 |
| 9. Adjournment | | |

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Minutes of Regular Meeting

Wednesday, June 25, 2025

2:00 p.m. – 4:00 p.m.

MS Teams Online

Voting Member Quorum: 8		
Aimee Begalka Alena Buis Craig Wright Donna Danielson Fergal Callaghan -Chair Jianying (Jennifer) Gao Jack Hayes	Judy Benevides Krista Gerlich-Fitzgerald Meredith Laird Meredith Haaf	Alan Davis
		Non-voting Catherine Schwichtenberg Melike Kinik-Dicleli
Regrets	Senate Office	Guests
Hao Ma Laura McDonald Lindsay Norris Nicole Beaulieu Tomasz Gradowski Theresa Voorsluys Nishan Perera	Michelle Molnar Ruby Gupta	Elise Strand Gillian Sudlow Laura Del Rio Torres Mike Larsen Mitra Gorjipour Sean Conway Sharmen Lee Simrat Minhas

1. Call to Order and Territorial Acknowledgement

The Chair, Fergal Callaghan, called the meeting to order at 2:01 p.m. with the territorial acknowledgment.

2. Approval of Agenda

The Chair notified the committee that item 5.3 Entrepreneurial Leadership Self Study Report will be removed from the agenda. The chair noted that it will be included in the next meeting.

Meredith Laird moved the agenda be confirmed as amended.

The motion carried.

3. Approval of Minutes, May 21, 2025

Meredith Laird moved the minutes be accepted as circulated.

The motion carried.

4. Chair's Report

The Chair referred to the Annual Report, prepared by Melike Kinik-Dicleli, Manager, Quality Assurance, and informed the committee that it will be presented to Senate at its September meeting. This is due to the fact that this SSCPR meeting is taking place after the last Senate meeting of this academic year

5. New Business

5.1. Nursing Self-Study Report

The Chair noted that overall, the report was well received by the reviewers. One requested further clarification on the alignment of teaching philosophies. The proponents discussed the need for consistent teaching philosophies within the program, highlighting issues with the varying philosophies contributing to a negative student experience. The proponents notified the committee that work is in progress to address a synchronized philosophy that addresses consistency in delivery with a humanistic and student-centered approach to teaching and learning. The remaining feedback from the reviewers was then discussed, with the committee and report authors agreeing on several updates to be made.

Fergal Callaghan moved that the Senate Standing Committee on Program Review approve the Nursing Self-Study Report with amendments as discussed.

The motion carried.

5.2. English Upgrading Self Study Report

The Chair, Fergal Callaghan, summarized the comments from the reviewers and notified their recommended approval pending some minor edits.

Fergal Callaghan moved that the Senate Standing Committee on Program Review approve the English Upgrading Self Study Report as attached.

The motion carried.

5.3. Entrepreneurial Leadership Self Study Report

This item was removed from the agenda.

5.4. Criminology Quality Assurance Plan

The chair informed that both reviewers recommended approval pending suggested actions noting that one reviewer commended the team's resilience and noted the plan is within faculty purview, with minor concerns about clarity and specificity. The comprehensive plan was praised but suggested refining the timeline to avoid multiple program changes within the five-year cycle.

Committee discussed and made recommendations for several updates to the report.

Fergal Callaghan moved that the Senate Standing Committee on Program Review approve the Criminology Quality Assurance Plan as attached.

The motion carried.

5.5. NGO and Nonprofit Studies External Review Report

The chair noted that reviewers validated the self-study findings and confirmed the program's relevance and value to the sector. The main recommendation included considering the restructuring of the program.

Fergal Callaghan moved that the Senate Standing Committee on Program Review approve the NGO and Nonprofit Studies External Review Report as attached.

The motion carried.

6. Items for Discussion

6.1. SSCPR Year-end Wrap-Up Discussion

The committee discussed the workload and challenges faced during the year, emphasizing the importance of clear and well-prepared reports.

The Chair, Fergal Callaghan thanked outgoing members, Alena Buis, Hao Ma, and Donna Danielson (retiring) and noted that the following members have agreed to serve for another term - Jennifer Gao, faculty-at-large; Craig Wright, Representative, Teaching and Learning Commons; Aimee Begalka, Dean; and Laura McDonald, Provost designate. He also noted that he plans to return for another term.

He recognized the exceptional dedication of Donna Danielson for her long-standing service since 2012 in her roles as the member and the chair of the committee.

Catherine Schwichtenberg, Vice-Chair Senate expressed appreciation for the meticulous work done by all the members of the committee throughout the year. She also noted the commendable contributions of the Chair, Fergal Callaghan towards the review of all the submissions.

Melike Kinik-Dicleli, Manager, Quality Assurance was greatly appreciated by the committee for all her contributions towards the extensive reports and work associated with the committee.

6.2. Notice Of Election of Chair

The Vice-Chair of Senate provided notice of an election of a committee chair at the first meeting in the fall.

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

Melike Kinik-Dicleli, Manager, Quality Assurance presented her report as attached.

8. Adjournment

The meeting adjourned at 4:05 p.m.

SENATE

Agenda Number: 6.1

Meeting Date: October 1, 2025

Presenter(s): Lori McElroy

AGENDA TITLE: CHANGES TO THE QUALITY ASSURANCE PLAN

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION: THAT THE SENATE STANDING COMMITTEE ON PROGRAM REVIEW APPROVE THE CHANGES TO THE QUALITY ASSURANCE PLAN.

COMMITTEE REPORT

For Secretariat Use Only

Context and Background

Program review is an evidence-based examination of a program's quality that leads to coordinated action to strengthen the program by addressing the recommendations from both the Self-Study and External Review reports. These actions are laid out in the Quality Assurance Plan (QAP), which "provides a framework for making evidence-based decisions to move the program forward while staying aligned with KPU's VISION 2026 and Academic Plan."

Until now, there wasn't a clear framework for ensuring programs align with either KPU's strategic or academic plans. The QAP is being expanded to ensure these plans are addressed by programs when they make program changes through the QAP process.

Key Messages

When developing the QAP, programs are required to provide a plan on how they will address the recommendations from both the Self-Study and External Review reports. This generally involves making changes to the program. While the program is in the process of making changes, at the same time they can address institutional priorities as outlined in KPU's strategic and academic plans by addressing two of the United Nations Sustainable Development Goals (UN SDGs). The UN SDGs provide a shared blueprint for peace and prosperity, recognizing that "ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve

our oceans and forests.”¹ KPU is one of 470 institutions that have signed the SDG Accord, agreeing that we will align all major efforts with the SDGs, including through our education, research, leadership, operational and engagement activities.

Given the great deal of overlap between the SDGs, the Academic Plan, VISION 2026, KPU’s Climate Strategy , xé?eł Pathways Framework, KPU’s Equity, Diversity, and Inclusion (EDI) Action Plan, KPU’s Accessibility Plan, and KPU’s Task Force on Anti-Racism’s Final Report and Recommendations, the SDGs are being used as a framework for making progress in aligning programs with these plans.

Each program would be required to select at least one SDG in each of the following two categories that they haven’t already addressed in the program:

- Environmental Sustainability (7 goals) and;
- Social Justice, Economic Sustainability, and Health and Wellbeing (8 goals).

For each goal selected, they will provide the same information in the QAP as they would for how they are addressing the recommendations from the self-study and the external review. They will report out on the progress of these action plans just as they would for those related to the program review recommendations.

Guide 6 on development of the QAP has been revised to reflect these changes, as have the QAP template and the relevant reviewer template.

This change would take effect immediately for programs that have not completed the external review phase in the program review process.

Implications/Risks

Consultations

This change was initiated by the Provost, and developed in consultation with the AVP, Planning & Accountability; the Director, Planning & Accountability; the Manager of Quality Assurance; the AVP, Academic; the VP, Equity and Inclusive Communities; and KPU’s Climate Strategy Lead.

Attachments

KPU Program Review Guide 6 Quality Assurance Plan Development—see highlighted changes
Supplementary Information on Sustainability Tracking Assessment and Rating System (STARS)
KPU Program Review Quality Assurance Plan Template
SSCPR Reviewer’s Template for Quality Assurance Plans
SSCPR Guide for Reviewing Reports

¹ [THE 17 GOALS | Sustainable Development](#)

Submitted by

Lori McElroy, AVP, Planning & Accountability

Date submitted

September 19, 2025



KWANTLEN
POLYTECHNIC
UNIVERSITY

Program Review Guide #6: Quality Assurance Plan Development

1. Introduction

The Quality Assurance Plan is a multi-year strategic plan for how the program will address the recommendations emerging from the self-study and external review of the program, as well as selected United Nations (UN) sustainable development goals (SDG) in alignment with KPU's Strategic Plan, Climate Strategy and Academic Plan. Like other aspects of program review, it is faculty driven and provides an opportunity to identify priorities and resources required to improve the program going forward.

*The **Quality Assurance Plan** provides a framework for making evidence-based decisions to move the program forward while staying aligned with KPU's Strategic Plan and Academic Plan.*

The Quality Assurance Plan provides a strategic framework for improving the program by:

- Acting on recommendations from the Self-Study Report and External Review Report.
- Identifying how the program will address selected UN SDGs in alignment with KPU's Strategic Plan, Climate Strategy and Academic Plan.
- Setting viable goals on what the program intends to accomplish for improving program quality within the next five years.
- Identifying how the recommendation(s) drawn from the Self-Study Report and External Review Report relate to each goal.
- Developing actions the program must achieve to attain its goals over the next five years.
- Establishing a timeline for each action.
- Determining the individuals/groups responsible for carrying out each action.
- Determining the resources required, if any, for each action.

Timing

The work on developing the Quality Assurance Plan should start immediately after the Senate Standing Committee on Program Review's (SSCPR) approval of the External Review Report of the program, although programs may wish to begin planning before this. The Quality Assurance Plan should be submitted to the SSCPR within four months of the approval of the External Review Report.

Institutional Support

Programs are strongly encouraged to consult their Deans and/or Associate Deans very early in the process to establish consensus on program direction and available resources. The program should also carefully consider how best to justify its goals and actions required to achieve the goals to ensure the Plan receives the support of the Dean, the Provost and the SSCPR. Once a draft Plan is ready for review, the Dean and/or Associate Dean and a program representative (typically the Chair or Coordinator) should meet with the Provost to discuss the Quality Assurance Plan. The Quality Assurance Plan must be signed off by the Dean and Provost before being submitted to the SSCPR for review and approval.

The sign-off by the Dean and Provost is to indicate that they are in support of the program's quality assurance plan but it doesn't replace the normal governance and approval processes. The plan needs to

be approved by the SSCPR, which will consider whether it is adequately addressing all the recommendations, with clear and realistic timelines.

The Plan, once approved, may include activities that will require other governance approvals. For instance, if one item in the plan is to revise course curriculum, those revisions would need to be approved by the Senate Standing Committee on Curriculum and the Senate. Similarly, if the plan includes a request for additional FTEs, the Dean may need to request additional budget to cover the request; budgets have their own approval processes. Being in support of the request doesn't mean the Dean has the necessary funds to make it happen.

2. Completing the Quality Assurance Plan

Summary

This section provides a brief overview of the key findings of the program review about program quality, such as its strengths, challenges, opportunities for improvement, potential threats, etc.

List of Recommendation from Self-Study Report and External Review Report

The recommendations from the Self-Study Report and the External Review Report are incorporated into the Quality Assurance Plan template by OPA.

Recommendations the Quality Assurance Plan does not address

This section lists the recommendations from the Self-Study and External Review reports that the program is unable to address and explains the rationale for not addressing them. The Quality Assurance Plan is expected to address all recommendations, unless there is a compelling reason for not doing so. Sometimes changes happen since the recommendation was made that nullifies it. Sometimes the External Review Report includes a recommendation that is out of scope for program review and so shouldn't be addressed. Sometimes there are other factors, such as resource requirements, or changes in the institution that make it impossible to address a recommendation. A clear, but concise, reason for not addressing the recommendation is required.

Add or delete rows in the table as required. If all of the recommendations are being addressed, leave the table blank.

Quality Assurance Five-Year Action Plan

To facilitate developing a plan, related recommendations are grouped under one goal. There is no limit to the number of goals in the plan, but the plan should be realistic and achievable within a maximum of five years.

Self-Study- and External Review-Related Goals

Goals are broad statements about what the program intends to accomplish to ensure program quality (e.g. update program to maintain relevance, promote the program more effectively within KPU and across the communities we serve in order to grow enrolments, update and align course outcomes and expectations, and program requirements to ensure successful student progression through the degree, expand and further integrate decolonization and Indigenization into the program).

Enter the date the plan will begin. This should be the month following the month when the Quality Assurance Plan is approved by the SSCPR.

Start by listing the goals the plan addresses. The template is set up for seven goals. Delete tables if there are fewer goals. If there are more than seven goals, copy and paste additional tables.

For each goal provide the following information:

- **Recommendation(s) this Goal Addresses**

This section lists the recommendations from the Self-Study and External Review reports that relate to this Goal.

- **Action(s) Required to Achieve this Goal**

The specific, demonstrable and realistic actions the program intends to take to address the Goal. Each action should include the following:

1. A brief description of the action within the program's scope (e.g. revamping program curriculum or consulting with other departments as part of information-gathering initiatives). Keep in mind the Quality Assurance Plan describes the actions of the program, not the rest of the institution. If action is required from outside the program, such as the Library, the action should be worded from the perspective of the action the program would take, not the library. For instance, consult with the library to expand the collection to address x need.
2. The person(s) responsible for leading the action.
3. A realistic timeframe. Proposed start and completion dates for each step must be included. The timeframe should take into account time required to obtain budget, where necessary, and the budget cycle. Do not use TBD or Ongoing. Many actions have an ongoing aspect to them so in these cases give the date the first cycle will be completed. Completion dates are important milestones to demonstrate what the program has accomplished in its annual follow-up reports.¹

- **Resource Requirements**

If a Goal requires resources outside of the program's scope of operations (e.g. funds to hire a new instructor, new space, etc.), the following should be considered:

1. What are the resources required to achieve the Goal?
2. When are these resources required?
3. What type of Faculty and/or Institutional support is required? This could include support for a budget request (either one-time or ongoing).

Clearly describe the nature of the resources required.

UN SDG-Related Goals

To ensure that progress is made on KPU's Strategic Plan, Academic Plan and Climate Strategy, when programs are being revised following the Program Review, they are required to incorporate some of the UN Sustainable Development Goals (SDGs) in the Quality Assurance Plan. The UN SDGs provide a shared blueprint for peace and prosperity, recognizing that "ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests."² KPU is one

¹ An annual follow-up report, demonstrating progress on completing the actions, is required until the QAP has been implemented.

² [THE 17 GOALS | Sustainable Development](#)

of 470 institutions that have signed the SDG Accord, agreeing that we will align all major efforts with the SDGs, including through our education, research, leadership, operational and engagement activities.

Given the great deal of overlap between the SDGs, the Academic Plan, the Strategic Plan, KPU's Climate Strategy, xé?el? Pathways Framework, KPU's Equity, Diversity, and Inclusion (EDI) Action Plan, KPU's Accessibility Plan, and KPU's Task Force on Anti-Racism's Final Report and Recommendations, the SDGs are being used as a framework for making progress in aligning programs with these plans.

Each program must select at least one SDG in each of the following two categories (Environmental Sustainability and Social Justice, Economic Sustainability, and Health and Wellbeing) to address in the Quality Assurance Plan *that they are not already addressing, or not fully addressing*, in addition to addressing the recommendations emerging from the Self-Study and the External Review:

1. Environmental Sustainability

SDG 6: Clean water and sanitation: Ensure availability and sustainable management of water and sanitation for all

SDG 7: Affordable and clean energy: Ensure access to affordable, reliable, sustainable and modern energy for all

SDG 11: Sustainable cities and communities: make cities and human settlements inclusive, safe, resilient and sustainable

SDG 12: Responsible consumption and production: Ensure sustainable consumption and production patterns

SDG 13: Climate action: Take urgent action to combat climate change and its impacts

SDG 14: Life below water: Conserve and sustainably use the oceans, seas and marine resources for sustainable development

SDG 15: Life on land: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

2. Social Justice, Economic Sustainability, and Health and Wellbeing

SDG 5: Gender equality: Achieve gender equality and empower all women and girls

SDG 10: Reduced inequalities: Reduce inequality within and among countries

SDG 16: Peace, justice and strong education: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

SDG 1: No poverty: end poverty in all its forms everywhere

SDG 2: Zero hunger: end hunger, achieve food security and improved nutrition and promote sustainable agriculture

SDG 3: Good health and well-being: Ensure healthy lives and promote well-being for all at all ages

SDG 8: Decent work and economic growth: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

SDG 9: Industry, innovation, and infrastructure: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

The following two SDGs are excluded from this framework:

- UN SDG 4 (Quality education) - this aligns with the purpose of KPU and does not need specific focus through the SDGs.
- UN SDG 17 (Partnerships for the goals) - this aligns with UN SDG 9.

Examples of UN SDG-related goals that programs could pursue include, but are certainly not limited to, the following:

- Implement strategies to improve the retention of female faculty (relates to UN SDG 5: Gender equality).
- Incorporate into the program Indigenous perspectives on water as a living entity, traditional governance systems, and community-led stewardship practices (relates to UN SDG 6: Clean water and sanitation).
- Improve the curriculum to maintain relevance with industry changes and increase the development of applied skills for the students (relates to UN SDG 8: Promote sustained, inclusive, and sustainable economic growth, full and productive employment and decent work for all).

Numerous resources are available at KPU to support the implementation of action items that address a range of UN SDG-related goals. Examples include the following:

- [KPU's Anti-Racism Pedagogy Tool Kit](#) is a comprehensive resource designed to support educators in creating more inclusive and equitable learning environments.
- The [Wild Spaces Blog](#) offers Indigenous teachings on ecosystems;
- KPU's [Decolonizing Educational Practices site](#) provides inspiration and resources for decolonizing educational practices;
- KPU's Office of Equity and Inclusive Communities (OEIC) regularly offers a Relearning Gender workshop which explores gender identity, gender expression, sexuality, and the importance of pronouns. OEIC can be contacted at oeic@kpu.ca for scheduled offerings;
- The Teaching & Learning Commons' [Educational Consultant, UN SDG](#) supports faculty and program teams in designing purpose-driven learning experiences that focus on integrating the United Nations Sustainable Development Goals (UN SDGs) into curriculum and teaching practices;

Note that UN SDG-related goals are required to include the same information as self-study- and external review-related goals, as noted above; that is, they must identify the UN SDG the goal addresses, actions required to achieve the goal, and resource requirements. Tables 8 and 9 in the QAP template have been added to facilitate the inclusion of SDG-related goals.

Sustainability Tracking Assessment and Rating System

KPU measures its institutional contributions to sustainability using the Sustainability Tracking Assessment and Rating System (STARS), which is operated by the Association for the Advancement of Sustainability in Higher Education. In 2024, KPU achieved a Silver Rating within this system. The KPU Climate Strategy articulates a goal of achieving Gold, and then Platinum under this system. There are eight academic categories that are measured under STARS. In general, addressing UN SDGs within a program will also align that program with STARS criteria for sustainability. Programs interested in learning how they can help KPU achieve Gold and Platinum ratings are invited to check out the Supplementary Information on Sustainability Tracking Assessment and Rating Systems. Full descriptions of all academic criteria that will be reported in KPU's submission to STARS can be found within the STARS 3.0.1 technical manual:

<https://stars.aashe.org/resources-support/technical-manual/>

Plan Supported By

Before the plan can be submitted to the SSCPR, it must be reviewed and signed by the Dean and the Provost, indicating their support for the plan. Normally, the Dean will review the plan with you, and once the Dean is in support of the plan, will review it with the Provost, ensuring institutional support for the plan.

SUPPLEMENTARY INFORMATION ON SUSTAINABILITY TRACKING ASSESSMENT AND RATING SYSTEM (STARS)

1. Introduction

This document is intended to provide programs with additional information on the Sustainability Tracking Assessment and Rating System (STARS) for programs wishing to learn more.

KPU measures its institutional contributions to sustainability using STARS, which is operated by the Association for the Advancement of Sustainability in Higher Education. In 2024, KPU achieved a Silver Rating within this system. The KPU Climate Strategy articulates a goal of achieving Gold, and then Platinum under this system.

The Quality Assurance Plan (QAP) is an opportunity to align programs with STARS criteria, and in so doing, contribute to the overall project of having KPU be a recognized leader in sustainability. In general, aligning with UN SDGs will also align a program with STARS criteria.

2. Sustainability Tracking Assessment and Rating System

STARS Academic Categories and Criteria

There are eight academic categories that are scored under STARS. Full descriptions can be found within the STARS 3.0.1 technical manual: <https://stars.aashe.org/resources-support/technical-manual/>

Individual programs can and should contribute to KPU's STARS score. The simplified table below highlights key criteria on which individual programs are measured under the STARS system.

Criterion	Indicator	How to maximize score
AC 1.1 - Percentage of academic departments with sustainability course offerings.	Number of academic departments that have at least one sustainability course offering	Ensure a given department offers at least one course that is sustainability-focused or sustainability-inclusive
AC 2.3 – Percentage of undergraduate qualifications awarded that have sustainability-focused learning requirements	Proportion of all completed credentials that have sustainability-focused learning requirements	Ensure undergraduate qualifications of all types include sustainability-focused learning objectives
AC 3.2 – Percentage of graduate qualifications awarded that have sustainability-focused learning requirements	Proportion of all completed credentials at the graduate level that have sustainability-focused learning requirements	Ensure graduate programs of all types include sustainability-focused learning objectives
AC 4.1 – Applied learning for sustainability program	Applied learning or living laboratory experiments address sustainability challenges	Programs have solutions-focused applied learning or living laboratory experiences, and these experiences are documented online
AC 6.1 – Percentage of academic departments engaged in sustainability research	Number of academic departments that are conducting sustainability research (divided by the number of departments doing any kind of research)	For all departments that conduct research, include research programs that address sustainability in some way

STARS Definitions

The following key definitions are from the STARS 3.01 technical manual:

Sustainability-focused: A program or qualification is considered to have sustainability-focused learning requirements if it:

- Is a sustainability-focused program.
- Requires the successful completion of a sustainability-focused course,
- Has one or more specified sustainability-focused learning outcomes and associated assessment criteria, and/or
- Provides a direct pathway to a sustainability-focused job or career (e.g., a certificate in renewable energy systems)

Sustainability-inclusive: A unit of instruction that is primarily focused on something other than sustainability but clearly incorporates sustainability content or addresses one or more sustainability challenges. This may include courses that are focused on, for example, ecological integrity or social justice. It may also include courses that:

- Incorporate a unit or module on sustainability or a sustainability challenge,
- Include one or more sustainability-focused activities or readings, or
- Integrate sustainability challenges, issues, and concepts throughout the course.

There are additional STARS criteria that may apply to specific programs, and programs are encouraged to review the technical manual and look for opportunities for further alignment. Additionally, bonus points are available under the Innovation and Leadership Credit Catalog: <https://stars.aashe.org/wp-content/uploads/2025/07/STARS-Innovation-Leadership-Credit-Catalog-v3.0.1.pdf>



[Enter Program Name] Quality Assurance Plan

Date submitted to SSCPR: [Click here to enter text.](#)

Date Self-Study Report approved by SSCPR: [Click here to enter text.](#)

Date of External Review: [Click here to enter text.](#)

SUMMARY OF PROGRAM STRENGTHS, CHALLENGES AND OPPORTUNITIES FOR IMPROVEMENT



[Enter Program Name] Quality Assurance Plan

LIST OF RECOMMENDATIONS FROM THE SELF-STUDY REPORT AND EXTERNAL REVIEW REPORT

The list of recommendations from the Self-Study Report and External Review Report are provided below. Note that each recommendation needs to be addressed in the Quality Assurance Plan. Any recommendation that the program is unable to address should be documented in the next section titled RECOMMENDATIONS THE QUALITY ASSURANCE PLAN DOES NOT ADDRESS, along with a rationale for why it cannot be addressed.

Self-Study Report (SSR) Recommendations	Page Number



[Enter Program Name] Quality Assurance Plan

External Review Report (ERR) Recommendations	Page Number



[Enter Program Name] Quality Assurance Plan

RECOMMENDATIONS THE QUALITY ASSURANCE PLAN DOES NOT ADDRESS

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

Recommendations	Indicate SSR or ERR and page number	Rationale for Not Addressing

UN SUSTAINABLE DEVELOPMENT GOALS THE QUALITY ASSURANCE PLAN WILL ADDRESS

In addition to addressing the recommendations emerging from the self-study and the external review, each program must select at least one SDG in each of the two categories described in Guide 6 to address in the Quality Assurance Plan, that they are not already addressing, or not fully addressing. The selected UN SDGs, and the rationale for addressing them, should be noted below.

UN Sustainable Development Goals	Rationale for Addressing
(e.g., UN SDG 5: gender equality)	



[Enter Program Name] Quality Assurance Plan

QUALITY ASSURANCE FIVE-YEAR ACTION PLAN FOR ADDRESSING RECOMMENDATIONS

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: Click here to enter text.

GOAL 1: Click here to enter text.

Recommendation(s) this Goal Addresses	Indicate Report (SSR/ERR) & Page Number

Actions(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes

Resource Requirements (if applicable)
Resources required to achieve this Goal: Click here to enter text.
When resources will be required: Click here to enter text.
Faculty and/or Institutional support required: Click here to enter text.



[Enter Program Name] Quality Assurance Plan

GOAL 2: Click here to enter text.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number

Action(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes

Resource Requirements (if applicable)
Resources required to achieve this Goal: Click here to enter text.
When resources will be required: Click here to enter text.
Faculty and/or Institutional support required: Click here to enter text.



[Enter Program Name] Quality Assurance Plan

GOAL 3: Click here to enter text.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number

Action(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes

Resource Requirements (if applicable)
Resources required to achieve this Goal: Click here to enter text.
When resources will be required: Click here to enter text.
Faculty and/or Institutional support required: Click here to enter text.



[Enter Program Name] Quality Assurance Plan

GOAL 4: Click here to enter text.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number

Action(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes

Resource Requirements (if applicable)
Resources required to achieve this Goal: Click here to enter text.
When resources will be required: Click here to enter text.
Faculty and/or Institutional support required: Click here to enter text.



[Enter Program Name] Quality Assurance Plan

GOAL 5: Click here to enter text.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number

Action(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes

Resource Requirements (if applicable)
Resources required to achieve this Goal: Click here to enter text.
When resources will be required: Click here to enter text.
Faculty and/or Institutional support required: Click here to enter text.



[Enter Program Name] Quality Assurance Plan

GOAL 6: Click here to enter text.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number

Action(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes

Resource Requirements (if applicable)
Resources required to achieve this Goal: Click here to enter text.
When resources will be required: Click here to enter text.
Faculty and/or Institutional support required: Click here to enter text.



[Enter Program Name] Quality Assurance Plan

GOAL 7: Click here to enter text.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number

Action(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes

Resource Requirements (if applicable)
Resources required to achieve this Goal: Click here to enter text.
When resources will be required: Click here to enter text.
Faculty and/or Institutional support required: Click here to enter text.



[Enter Program Name] Quality Assurance Plan

Goal 8: Click here to enter text.

UN Sustainable Development Goal this Goal Addresses – Environmental Sustainability
Note number and name of UN SDG (e.g., SDG 6: Clean water and sanitation)

Actions(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes

Resource Requirements (if applicable)
Resources required to achieve this Goal: Click here to enter text.
When resources will be required: Click here to enter text.
Faculty and/or Institutional support required: Click here to enter text.



[Enter Program Name] Quality Assurance Plan

Goal 9: Click here to enter text.

UN Sustainable Development Goal this Goal Addresses – Social Justice, Economic Sustainability, and Health and Wellbeing
Note number and name of UN SDG (e.g., SDG 5: gender equality)

Actions(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes

Resource Requirements (if applicable)
Resources required to achieve this Goal: Click here to enter text.
When resources will be required: Click here to enter text.
Faculty and/or Institutional support required: Click here to enter text.



[Enter Program Name] Quality Assurance Plan

PLAN SUPPORTED BY: *The Provost and Dean recommend the [Program Name] program's Quality Assurance Plan for consideration by the SSCPR.*

Provost's Name

Provost's Signature

Date

Dean's Name

Dean's Signature

Date

Name of SSCPR Chair/Vice Chair

SSCPR Chair/Vice Chair Signature

Date approved by SSCPR:



SENATE STANDING COMMITTEE ON PROGRAM REVIEW
Reviewer's Comments: [Program Name] Quality Assurance Plan

REPORT: [Program Name] Quality Assurance Plan

Instructions for Reviewers

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

- address all the recommendations in the Self-Study and External Review reports (or provide a clear rationale when a recommendation is not addressed);
- includes at least one UN Sustainable Development Goal to address from each of the following categories *that they are not already addressing or not fully addressing* in the Self-Study- and External Review-related recommendations: (1) Environmental Sustainability and (2) Social Justice, Economic Sustainability, and Health and Wellbeing;
- provide clear, realistic plan of actions that are within the department's purview;
- 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.
Click here to enter text.

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

- ☐ Recommend for approval by the SSCPR as is
- ☐ 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) The Plan does not include at least one UN Sustainable Development Goal (SDG) from each of the following categories—(1) Environmental Sustainability and (2) Social Justice, Economic Sustainability, and Health and Wellbeing—that is either not already addressed or not fully addressed through the Self-Study and External Review recommendations.
- c) Goals, Actions, and/or Resource Implications are not worded clearly.
- d) It is unclear how the Program will demonstrate Progress on a Goal and/or Actions in its Annual Follow-Up Report.

Issue (page #)	Suggested Action

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 #)



Senate Standing Committee on Program Review Guide for Reviewing Reports

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.

One of the main responsibilities of the SSCPR is to review reports – self-study reports, external review reports, quality assurance plans, and annual follow-up reports – to ensure they meet KPU's Program Review standards (see Policy AC3).

Review Process

Each Program Review report is assigned to two to three SSCPR members. Members who review the self-study report of a program are asked to review the subsequent reports (i.e., the external review report, quality assurance plan, and annual follow-up report(s) for the same program).

Step 1: SSCPR Chair reviews reports to determine they are ready to be reviewed by the SSCPR.

Step 2: Manager of Quality Assurance distributes reports to reviewers (approved by the Chair) for review and comment four weeks prior to the meeting.

Step 3: Reviewers must submit their written comments using the SSCPR Reviewer's Comments template, available on the [Program Review SharePoint](#). Submissions should be sent to sscpr@kpu.ca and the SSCPR Chair no later than two weeks before the meeting. When reviewing reports, reviewers are expected to focus on the key review criteria outlined in the table below.

Step 4: The Manager of Quality Assurance consolidates reviewers' comments for each report, and the SSCPR Chair forwards the compiled feedback to the respective programs. If the overall assessment is 'recommend for approval by the SSCPR pending further action,' the Chair informs programs that they may make the requested changes prior to the meeting.

Step 5: If a program submits a revised report before the meeting, the revised report is uploaded to OnBoard three days in advance. This allows reviewers to assess whether their concerns have been adequately addressed.

Report	Role of SSCPR Members
All Reports	<ul style="list-style-type: none">• All reports must be written in the appropriate report template and be written clearly and concisely; they should not contain errors of syntax, spelling and/or grammar, or disparaging comments or remarks about groups or individuals.• Each reviewer completes a reviewer template designed for the type of report under review. Weaknesses in addressing the Program Review requirements as specified in the appropriate Program Review Guide should be clearly articulated. Do not add additional requirements beyond those required in the guide.• There is a minor edits section for reporting spelling, syntax, and other mechanical issues. Minor edits are not discussed at the meetings.• During the meeting, ask questions of the presenter(s) as required to determine whether or not to approve the report. Vote on whether or not to approve, or to ask for specific revisions to meet SSCPR standards. Sometimes a report is not approved and needs to be re-submitted.

Senate Standing Committee on Program Review Guide for Reviewing Reports

Report	Role of SSCPR Members
Self-Study Report	<ul style="list-style-type: none"> • Prior to the meeting, review the Self-Study Report to determine that it is ready for the SSCPR as defined by the following report criteria: <ul style="list-style-type: none"> ○ It is within scope and clearly addresses all requirements set out in the Program Review Self-Study Guides. ○ All recommendations presented are based on relevant data and fall within the scope of Program Review. Anecdotal evidence should not be included in the report, as it does not meet the standards of objective, data-driven analysis. ○ To protect privacy, no names should be mentioned.
External Review Report	<ul style="list-style-type: none"> • Prior to the meeting, review External Review Report to determine that: <ul style="list-style-type: none"> ○ The scope of the External Review Panel's report is appropriate; it should cover the scope as set out in the Self-Study Guides and in the Self-Study Report; ○ The conclusions and recommendations are clear and relevant to program review (the SSCPR does not have to agree with recommendations, only that they are evidence-based, with a clear rationale). • If the report is unclear or includes recommendations that exceed the scope of the report, the SSCPR will prepare an addendum to provide guidance to the program.
Quality Assurance Plan	<ul style="list-style-type: none"> • Prior to the meeting, review the Quality Assurance Plan to determine that: <ul style="list-style-type: none"> ○ It addresses all the recommendations in the Self-Study and External Review reports, or provides a clear rationale when a recommendation is not addressed; ○ It includes at least one UN Sustainable Development Goal to address from each of the following categories <i>that they are not already addressing or not fully addressing</i> in the Self-Study- and External Review-related recommendations: (1) Environmental Sustainability and (2) Social Justice, Economic Sustainability, and Health and Wellbeing ○ Provides clear, realistic plan of actions that are within the department's purview; ○ Clearly articulates how the Program will demonstrate progress toward each of its goals in the Annual Follow-Up Reports.
Annual Follow-up Report	<ul style="list-style-type: none"> • Prior to the meeting, review the Annual Follow-Up report to determine that: <ul style="list-style-type: none"> ○ Completion dates are included for completed steps; ○ For steps in progress, information on progress made is provided; ○ for steps that have been delayed, the reason for the delay is provided. • Decide whether the work on the Quality Assurance Plan is substantially complete or a follow-up report is required for the following year.

SENATE

Agenda Number: 6.2

Meeting Date: October 1, 2025

Presenter(s): Chad Skelton, Tracey Sherlock, Shelley Boyd

AGENDA TITLE: JOURNALISM FIRST ANNUAL FOLLOW-UP REPORT

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION: THAT the Senate Standing Committee on Program Review approve the Journalism First Annual Follow-Up Report as attached.

THAT the program submits another annual follow-up report next year.

COMMITTEE REPORT

For Secretariat Use Only

Attachments

Journalism First Annual Follow-Up Report

Submitted by

Melike Kinik-Dicleli, Manager of Quality Assurance, Office of Planning & Accountability

Date submitted

September 8, 2025



SENATE STANDING COMMITTEE ON PROGRAM REVIEW
Reviewers' Comments: Journalism Annual Follow-Up Report

PROGRAM UNDER REVIEW: Journalism

Instructions for Reviewers

Your assessment should ensure that progress on the Goals and Planned Actions is clearly articulated. If no progress has occurred on a Goal and/or Planned Action, please ensure that a clear rationale has been provided.

OVERALL ASSESSMENT:

Please provide a brief assessment of the Annual Follow-Up Report under review and an overall recommendation.

Reviewer #1: Approve this as is as this is an incredibly clear QAP with many actions already completed, in process (but completed to a great degree), and for the outstanding actions, demonstrating progress. The descriptions are clear and follow through works.

Reviewer #2: The majority of the action items are complete, with clear rationale provided for those that aren't. Journalism should be commended for the progress they've made in the improvement and evolution of their program. Approve with no edits.

Reviewer #3: This was an easy to read, articulate, and organized follow up report. They said what they were going to (and had the capacity to do) and completed it.

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

- ☒ Reviewer #1, #2 & #3: Recommend for approval by the SSCPR as is
☐ 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 Annual Follow-Up:

- a) Progress to date is unclear.
b) No clear rationale has been provided for why no progress has occurred.

Issue (page #)	Suggested Action

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 #)
Pg 6 – Goal 3; action 1; description: cut “though” (... The department discussed...) – was/is this being added (Bluesky)? (unclear if adopted)
Pg 9 – Goal 4; action 5; description: link to an example of soft partnered article? (like previous linked example in goal 4, action 4 above)
Page 9 Stories were published by Black Press in May 2025.
Page 10 In discussions ...the criteria was were expanded to include ...
Pg 11 – Goal 6; action 2; any follow up from IT around MAC lab concerns? (reads as addressed last (?) in mid spring 2025 according to description)



Journalism First Annual Follow-Up Report

Date Self-Study Report approved by SSCPR: September 27, 2023

Date Quality Assurance Plan approved by SSCPR: June 19, 2024

Date of External Review Site Visit: February 1 & 2, 2024

Date First Annual Follow-Up Report submitted: September 16, 2024

FIRST PROGRESS REPORT

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGINS: June 2024

GOAL 1: Update and streamline the course requirements for the Bachelor of Journalism and Bachelor of Journalism (Honours)

Actions(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Status	Description of Progress to Date/Reasons for Lack of Progress
<p>Pursue a series of structural changes to the Bachelor of Journalism and Bachelor of Journalism (Honours) program requirements through the Faculty of Arts bylaws and Senate governance process that will provide students with better laddering and more flexibility. Specifically:</p> <ul style="list-style-type: none">Remove JRNL 2360 Photojournalism, JRNL 2370 Podcasting and Audio Storytelling and JRNL 4270 Advanced Storytelling from the list of required courses for the degree. JRNL 2360 and JRNL 2370 will no longer be offered and will be removed from the course calendar. A new, upper-level Photojournalism course will replace JRNL 2360. JRNL 4270 Advanced Storytelling, while no longer a required course, will remain as an upper-level JRNL elective.Make COMM 2100 Media Ethics and Law a required course for the degree.Rename JRNL 3370 Audio Documentary to Audio Journalism and change the learning outcomes to include a greater focus on breaking news audio assignmentsChange the requirement for 6 credits in COMM numbered 1100 to 2999 to 3 credits.	Chad Skelton	June 2024	February 2025	Completed	All of these changes to the Bachelor of Journalism program were approved through the KPU governance process by May 2025 and are in place for the start of the 2025-26 academic year.

Journalism First Annual Follow-Up Report

Actions(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Status	Description of Progress to Date/Reasons for Lack of Progress
<ul style="list-style-type: none"> Change the requirement for 18 credits in JRNL numbered 3000 to 4999 to 21 credits. <p>These changes have the support of the department. The department hopes to have these changes in place by the 2025-26 academic year, so that students can take advantage of them as soon as possible.</p>					
<p>Pursue a series of changes to course prerequisites through the Faculty of Arts bylaws and Senate governance process to support the program requirement changes mentioned above. Specifically:</p> <ul style="list-style-type: none"> Make JRNL 1160 Introduction to Journalism the lone prerequisite or corequisite for JRNL 2230 Multimedia Storytelling Make JRNL 1220 Citizen Journalism the lone prerequisite or corequisite for JRNL 2120 Writing for Journalism Make JRNL 2240 Beyond the News the lone prerequisite or corequisite for all upper-level writing courses (JRNL 3170, JRNL 3175, JRNL 3180, JRNL 4240, JRNL 4250, JRNL 4900) Make JRNL 2230 Multimedia Storytelling the lone prerequisite or corequisite for all upper-level multimedia courses (JRNL 3370, JRNL 3270 and the new upper-level Photojournalism course). 	Lubna Moosa & Eve Edmonds	June 2024	February 2025	Completed	All of these changes to the Bachelor of Journalism program were approved through the KPU governance process by May 2025 and are in place for the start of the 2025-26 academic year.
<p>Ensure courses that are no longer being offered are removed from the course calendar through the Faculty of Arts bylaws and Senate governance process.</p>	Lubna Moosa & Eve Edmonds	June 2024	February 2025	Completed	<p>The following courses that are no longer being offered were discontinued by May 2025 through the KPU governance process:</p> <ul style="list-style-type: none"> JRNL 2360: Photojournalism JRNL 2370: Podcasting and Audio Storytelling JRNL 4141: Work Experience JRNL 4180: Advanced Sports Journalism

Journalism First Annual Follow-Up Report

Actions(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Status	Description of Progress to Date/Reasons for Lack of Progress
					<ul style="list-style-type: none"> JRNL 4260: Computer Coding for Journalism
Renumber JRNL Honours courses to ensure they match with the Faculty of Arts convention for Honours courses through the Faculty of Arts bylaws and Senate governance process.	Tracy Sherlock	June 2024	February 2025	Completed	<p>All three JRNL Honours courses were renumbered by May 2025 through the KPU governance process. The new course number are:</p> <ul style="list-style-type: none"> JRNL 4970: Journalism Honours Seminar JRNL 4990: Honours I - Research JRNL 4995: Honours Thesis

GOAL 2: Review and revise course outlines to ensure key entry-level journalism skills are being taught and there is sufficient laddering between courses.

Actions(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Status	Description of Progress to Date/Reasons for Lack of Progress
Ask the Program Advisory Committee for its input on the key entry-level job skills required for entering the fields of Journalism and Communications/Public Relations. This input will be brought back to the department for a further discussion among faculty on the key entry-level job skills required in industry and whether those skills are being sufficiently taught throughout the program.	Tracy Sherlock	June 2024	December 2024	Completed	<p>We brought this question to our Program Advisory Committee at our May 23, 2024, meeting and then shared that feedback with the department. At the moment, our department believes entry-level job skills are being sufficiently taught throughout the program. However, we have also begun regularly asking the PAC about how Artificial Intelligence is being used in newsrooms and we will use that</p>

Journalism First Annual Follow-Up Report

Actions(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Status	Description of Progress to Date/Reasons for Lack of Progress
					feedback to inform future changes to the program and its courses.
<p>Create a series of department working groups for all current instructors who regularly teach courses that are prerequisites or corequisites for other courses. These working groups will discuss what skills students need before they enter their next course.</p> <p>For example, all JRNL 1160 Introduction to Journalism instructors will meet with all instructors of JRNL 2230 Multimedia Storytelling. And, in a separate working group, all instructors of JRNL 2230 Multimedia Storytelling will meet with all instructors of JRNL 3270 Video Journalism, JRNL 3370 Audio Journalism and the new upper-level Photojournalism course.</p>	Chad Skelton	June 2024	May 2025	Completed	<p>Given the small size of our department and the significant overlap in the courses instructors teach, it was decided that setting up discrete working groups for each prereq pathway was not practical. Instead, we set up meetings of all JRNL instructors: One meeting to discuss the JRNL 1160 - JRNL 2230 pathway and another to discuss the JRNL 1220 - JRNL 2120 - JRNL 2240 pathway. These meetings, which took place in December 2024 and January 2025, found that second year courses prepare students well for upper-level courses but identified some small improvements that could be made to our first-year courses to better prepare students for second-year courses. We will continue to have these meetings at least once a year. Some upper-level courses, particularly our multimedia courses like Video Journalism and Audio Journalism, are typically taught by sessional instructors. Given they were not available to participate in the annual meetings, we will have them meet with the instructors</p>

Journalism First Annual Follow-Up Report

Actions(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Status	Description of Progress to Date/Reasons for Lack of Progress
					who teach their prereq courses in the semesters when they are teaching.
<p>As course outlines come up for review and revision, changes will be made through the Faculty of Arts bylaws and Senate governance process, keeping the following in mind:</p> <ul style="list-style-type: none"> • Entry-level skills identified by the Program Advisory Committee should be added to course outlines where appropriate • Skills identified by the working groups as essential for progression through the program should be added to course outlines • Peer feedback and news judgment should be explicitly added as Course Learning Outcomes to first-year courses, where appropriate • Special consideration should be given to whether course outlines focus enough on deadline-driven, newsroom-type experiences. • Course outlines should better reflect what is actually being taught in courses • Course outlines should be more consistent, both in the number of Course Learning Outcomes (CLOs) listed and in how they are worded 	Lubna Moosa & Eve Edmonds	June 2024	May 2029	Started	As course outlines have come up for review, we have begun revising our courses keeping these various considerations in mind.
Consider developing a Special Topics course for COMM, as already exists for JRNL.	Lubna Moosa, Eve Edmonds & Tracy Sherlock	June 2024	May 2026	Completed	A new course, COMM 4900 Special Topics, was approved through the KPU governance process by May 2025 and was added to the course calendar for the 2025-26 academic year.

Journalism First Annual Follow-Up Report

GOAL 3: Increase enrolment in upper-level Journalism (JRNL) courses

Actions(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Status	Description of Progress to Date/Reasons for Lack of Progress
At an upcoming department meeting, discuss idea for additional initiatives to promote the Journalism program, both among current KPU students and others	Chad Skelton	June 2024	December 2024	Completed	This was discussed at our department meeting on Jan. 22, 2025. There were not a lot of ideas beyond what the department is already doing. The department did discuss possibly setting up a Bluesky account to supplement its other social media channels but decided that LinkedIn and Facebook are sufficient for now.
Investigate the possibility of offering a Certificate, perhaps in Multimedia Storytelling, which might attract mature learners to the program.	Tracy Sherlock	June 2024	May 2026	Started	Tracy Sherlock has begun gathering information about other Certificate programs at KPU and is actively looking at how a Certificate program might be structured.
Investigate the possibility of setting up articulation agreements with BCIT's Journalism program, similar to what already exists with Langara, so graduates of its certificate and diploma programs could continue their studies and receive a Bachelor of Journalism at KPU.	Chad Skelton	June 2024	May 2026	Completed	Chad Skelton reached out to the head of BCIT's Journalism program, Christine German, in December 2024. BCIT is keen to pursue the idea but is currently undergoing its own review of its program requirements. BCIT suggested that we get back in touch once its program has been revised. Chad plans to get back in touch with BCIT in the 2025-26 academic year.

Journalism First Annual Follow-Up Report

Actions(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Status	Description of Progress to Date/Reasons for Lack of Progress
Consider opportunities for developing another upper-level JRNL course that would have limited prerequisites and appeal to non-journalism students as an elective. Or, alternatively, consider developing a second upper-level Special Topics JRNL course that would not have any JRNL courses as prerequisites. This could allow for courses in areas relevant to journalism but with wide appeal among other KPU students (such as a course on 'fake news' or misinformation).	Tracy Sherlock & Bev Wake	June 2024	May 2026	Completed	A new course, JRNL 3900 Special Topics, was approved through the KPU governance process by May 2025 and was added to the course calendar for the 2025-26 academic year. The course's only prerequisite is 30 credits.
Discuss at an upcoming department meeting whether any journalism instructors are interested in participating in international field studies and, if so, have those instructors gather information on what would be involved in offering one.	Tracy Sherlock & Bev Wake	June 2024	May 2026	Completed	This was discussed at our department meeting on Jan. 22, 2025. Several instructors expressed interest in field schools and some have followed-up with KPU International for more information on how to proceed.

Journalism First Annual Follow-Up Report

GOAL 4: Increase engagement with current KPU Journalism students, alumni and industry

Actions(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Status	Description of Progress to Date/Reasons for Lack of Progress
At an upcoming department meeting, discuss initiatives to keep KPU Journalism alumni better connected with the program and current students. One possibility is to host an on-campus event for both alumni and current students.	Chad Skelton	June 2024	December 2024	Completed	In Fall 2024, a survey was sent to KPU Journalism alumni asking them about their level of interest in attending an alumni event. Of the 38 alumni who responded, most were interested in attending. Some initial planning for the event was done at a department meeting on May 12, 2025. The event, featuring a panel of KPU Journalism grads, will be held on Oct. 9, 2025, at KPU's Surrey campus. A "save the date" email was set to KPU Journalism alumni in June 2025.
The department will discuss its social media strategy at an upcoming department meeting and develop a plan for how best to communicate news about the department and job postings to students and alumni. Given Facebook's recent moves to prevent the sharing of news on its platform, moving to a non-Meta platform may be a good idea. LinkedIn is one possibility.	Chad Skelton	June 2024	December 2024	Completed	In June 2024, the department set up a KPU Journalism page on LinkedIn. For now, the department is cross-posting all announcements to both LinkedIn and Facebook but, over time, hopes to transition away from Facebook. The LinkedIn page has 108 followers compared to 502 followers on Facebook. The department also maintains an active Instagram page (391 followers). The department is no longer updating its X/Twitter page.
The department held one-on-one meetings with second-year Journalism students for the first time in Fall 2023 to discuss what students want to get out of the program and their long- term career goals. These one-on-one meetings will continue for the next two years and then the department will	Tracy Sherlock	December 2023	May 2026	Completed	These one-on-one meetings with second-year journalism students are continuing. Several meetings took place in September and October 2024.

Journalism First Annual Follow-Up Report

Actions(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Status	Description of Progress to Date/Reasons for Lack of Progress
assess if the meetings have been successful and if it wants to continue the program or not.					
The department is in early discussions with local news outlets to partner on major reporting projects as part of JRNL 4250 Politics and Journalism in Fall 2024 and JRNL 4270 Advanced Storytelling in Spring 2025. The department will look for other opportunities to partner with local news organizations on journalism projects.	Chad Skelton & Tracy Sherlock	December 2023	May 2026	Completed	<p>The JRNL 4270 Advanced Storytelling course partnered with Black Press in Spring 2025. Stories were published by Black Press in May 2025. Future partnerships with Black Press are planned for the future. The Fall 2024 partnership with JRNL 4250 Politics and Journalism did not come together.</p> <p><u>Citation:</u> KPU. (2025, June 24). KPU journalism class partners with Black Press Media to investigate disaster preparedness in B.C. https://www.kpu.ca/news/2025/06/24/kpu-journalism-class-partners-black-press-media-investigate-disaster-preparedness</p>
The department will investigate at the possibility of partnering with The Runner, KPU's student newspaper, in an upcoming course.	Tracy Sherlock	June 2024	May 2025	Completed	<p>Several courses have "soft partnered" with The Runner by encouraging students to submit their class assignments to The Runner for publication. The department will continue to investigate more formal partnerships in the future.</p> <p><u>Example:</u> Gill, S. (2025, July 2). Searching for community: The Challenges Queer</p>



Journalism First Annual Follow-Up Report

Actions(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Status	Description of Progress to Date/Reasons for Lack of Progress
					Immigrants Face in Canada. The Runner. https://runnermag.ca/2025/07/searching-for-community-the-challenges-queer-immigrants-face-in-canada/

Journalism First Annual Follow-Up Report

GOAL 5: Continue the department's initiatives to encourage Equity, Diversity, Inclusion and Decolonization (EDID)

Actions(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Status	Description of Progress to Date/Reasons for Lack of Progress
<p>The Journalism and Communication Studies department adopted a statement on Equity, Diversity, Inclusion and Decolonization (EDID) in early 2023. In early 2024, the department published its first annual action plan and progress report. The statement, action plan and progress report are all published at the bottom of the department's homepage. Those documents directly address several of the concerns raised in the External Review, including:</p> <ul style="list-style-type: none"> The department had adopted initiatives to specifically identify talented journalists from under-represented groups so they can be encouraged to apply for faculty positions The diversity of guest speakers is being tracked and reported on an annual basis EDID materials have been added to several courses and instructors are working on additional initiatives to add more <p>The department will continue to track its progress in this area on an annual basis.</p>	Chad Skelton	January 2023	May 2029	Completed	The department published its annual EDID progress report for 2024 on its website (bottom of the page) in December 2024. A 2025 progress report will be posted before the end of the year.
<p>The Indigenous style guide is already discussed in JRNL 4240 Social Issues Journalism. The department will pursue adding this to the course outline for that course when it is up for revision, through the Faculty of Arts bylaws and Senate governance process.</p>	Tracy Sherlock	June 2024	May 2026	Not started	JRNL 4240 Social Issues Journalism has not yet come up for revision. It is due for review in September 2030.
<p>The Faculty of Arts already has an Indigenous Writer in Residence program. The department will reach out to the Dean's office to discuss the possibility of having an Indigenous journalist fulfil that role at some point in the future.</p>	Tracy Sherlock	June 2024	May 2026	Completed	In discussions with the Dean's office, the criteria for the Indigenous Writer in Residence program were expanded to include journalists. In Spring 2025, KPU welcomed its first Indigenous Journalist in Residence: Robert Jago.

Journalism First Annual Follow-Up Report

GOAL 6: *Ensure staff and students have the equipment they need to be successful*

Actions(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Status	Description of Progress to Date/Reasons for Lack of Progress
Investigate the feasibility of purchasing enough digital cameras, lenses, microphones and tripods so there would be 35 cameras on hand, enough for an entire Photojournalism or Video Journalism class to have one without needing to purchase their own. Instructors for Photojournalism and Video Journalism will be consulted on the technical specifications required for the equipment.	Chad Skelton	June 2024	May 2026	Completed	A capital request for new digital camera kits was submitted to the Dean's office and approved in June 2025. The department intends to purchase the cameras in Fall 2025 in time for their use when JRNL 3160 Photojournalism is offered in Spring 2026.
Discuss the Mac lab at an upcoming department meeting to canvas what, if any, concerns instructors have with the lab and how they could be addressed.	Chad Skelton	June 2024	December 2024	Completed	This was discussed at our Jan. 22, 2025 department meeting. Most people were happy with the Mac lab though some instructors expressed frustration with the projector system. These concerns have been shared with the IT department. The projector seems to be functioning normally in Fall 2025.

SENATE

Agenda Number: 6.3

Meeting Date: October 1, 2025

Presenter(s): Jaime Mah, Wayne Tebb, Alia Somji

AGENDA TITLE: MARKETING QUALITY ASSURANCE PLAN

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION: THAT the Senate Standing Committee on Program Review approve the Marketing Quality Assurance Plan as attached.

COMMITTEE REPORT

For Secretariat Use Only

Attachments

Marketing Quality Assurance Plan

Submitted by

Melike Kinik-Dicleli, Manager of Quality Assurance, Office of Planning & Accountability

Date submitted

September 8, 2025



SENATE STANDING COMMITTEE ON PROGRAM REVIEW
Reviewers' Comments: Marketing Management Quality Assurance Plan

REPORT: Marketing Management

Instructions for Reviewers

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

- address all the recommendations in the Self-Study and External Review reports (or provide a clear rationale when a recommendation is not addressed);
- provide clear, realistic plan of actions that are within the department's purview;
- 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: Overall, the plan carefully addresses the recommendations from the SSR and the ER. Clear explanations are provided for any recommendation not addressed in the plan. My main suggestions have to do with the wording of a few of the goals to make them more clear and measurable.

Reviewer #2: Well written QA plan with wonderful that touch on Indigenization, mentorship of new faculty, enhancing learning environments, to PD for faculty, CLO/PLO's, to identifying key changes in academic and technology. I just have a few suggestions below.

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

- ☒ Reviewer 2 & 3: Recommend for approval by the SSCPR as is
- ☒ Reviewer #1: 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 Actions in its Annual Follow-Up Report.

Issue (page #)	Suggested Action	Program's Response
EXTREV.3.2 It is recommended that a formal process be developed to ensure that teaching focused faculty possess a master's relevant credential and a minimum number of years work experience in the subject area of the courses they are hired to teach. Page 7	This can be addresses within the faculty with AC13, can be program wide or per course.	Added reference to AC13 and intention to apply program wide. See track changes on p.7
GOAL 2: the verb "encourage" in the goal statement makes measurement difficult	Remove "encourage" and start the statement with "Target" OR start with "Attract faculty members . . . using targeted recruitment strategies"	Made suggested change to verbiage. See track changes on p. 11.

Issue (page #)	Suggested Action	Program's Response
p.17: provide complete by date for first action – even if it is ongoing, a date is helpful. This applies to any action where the complete by date is “ongoing”		Added end date of 04/ 2026 along with note to indicate that this is an ongoing activity necessary to keep the program relevant. See track changes p. 17.
Resources required to achieve this Goal: page 18	I believe you would have to add your Deans office and divisional Business manager to the list of recourses	Added Dean's Office and Divisional Business Manager to list of resources per suggestion. See track changes p. 18.
GOAL 6: could this be reworded to start with “engage and inform . . .”? OR is the goal to increase enrolment by . . .?		Re-worded per suggestion. See track changes p. 21.
GOAL 8: I'd like to see stronger wording here. Rather than “identify opportunities,” maybe start with “Integrate current and emerging A.I. , etc.”		Re-worded per suggestion. See track changes p. 25.
Also regarding GOAL 8, is there an action/goal possible to address the recommendations within the EXTREV.2.2.A, such as developing micro-credentials and other flexible learning opportunities?		Notes associated with Goal 8, Action #2 have been updated to clarify how credentials and online learning modules will be considered for inclusion in our courses as part of integrating new technologies, credentials and flexible learning.

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. 10 reference to Indigenous Support programs should be either “Indigenous Services for Students” or the office of the AVP Indigenous Leadership and Innovation.
Program Response: Updated on p.10 per reviewer suggestion.



Marketing Management Quality Assurance Plan

Date submitted to SSCPR: August 11, 2025

Date of External Review: November 25 & 26, 2024

Date Self-Study Report approved by SSCPR: June 19, 2024

Date Quality Assurance Plan is submitted: September 11, 2025

SUMMARY OF PROGRAM STRENGTHS, CHALLENGES AND OPPORTUNITIES FOR IMPROVEMENT

Strengths of the Marketing Management Program:

The Marketing Management program at Kwantlen Polytechnic University's (KPU) Melville School of Business was and continues to be built upon the six key values of exploration, inclusiveness, excellence, integrity, community, and accountability. The Marketing Management program has many strengths, as noted in the Self-Study Report:

- **Applied Learning:** Student and alumni comments consistently cite knowledgeable and passionate instructors with strong industry backgrounds, applied learning projects, hands-on approach to learning, and the development of critical thinking skills among its strengths.
- **Diverse & Knowledgeable Faculty:** The marketing faculty is diverse and bring a wide range of professional experience from various private and public sector organizations to the classroom.
- **Industry Connections:** Faculty make active efforts to establish and maintain connections to the industry sector (for profit and not-for-profit) to build KPU's marketing community such as contacts with nabsWest and BC Tech.
- **Variety of Work Integrated Learning (WIL) Opportunities:** Student and alumni feedback is overwhelmingly positive on the Program's multiple approaches to work integrated learning and community-engaged projects.
- **Courses Support Range of Marketing Career Paths:** The department offers a variety of courses in different marketing streams to meet the needs of students who want to pursue different career paths in marketing.
- **Internal & External Working Groups:** The department has developed and organized supporting internal and external structures to engage stakeholders to fulfill the Program's purpose including a Program Advisory Committee (PAC), internal program streams, teaching teams and course mentors, and both internal and external working groups. The department also offers scholarships and endowments to provide long-term support for marketing students.

At the time of completing the Self-Study Report, the Program's growing enrolment, high course fill rates, and low failure/withdrawal rates demonstrate robust performance and relevance. Its success aligns with institutional goals of career-focused education, experiential learning, and community engagement, making it a strong and well-established program in the Melville School of Business.

Marketing Management Quality Assurance Plan

Program Challenges and Threats

While the Program celebrates its successes, there are also several factors that may challenge the effectiveness of its delivery. A critical success factor will be the Program's ability to keep up to date with an industry sector which is rapidly evolving in practice and applied technologies. A summary of key challenges and threats are presented below:

- **Curricular Responsiveness vs. Capacity:** The discipline's rapid evolution (e.g., digital tools, AI, social media marketing, etc.) demands constant curriculum updates. Faculty face limited time and resources, making it more difficult to maintain curriculum currency while meeting departmental responsibilities.
- **Competing Programs:** marketing programs offered at other comparable institutions, professional development and training offered by industry, and accessible self-directed online learning and credentials (e.g., Google, Hootsuite, Sales Force, etc.).
- **Skill Gaps in Emerging Technology & Financial Analysis:** Industry and alumni feedback highlight the need for enhanced training in emerging marketing technologies, financial analysis (PLO 7), and problem-solving in real-world contexts.
- **Structural Barriers in Program:** Course misalignment (e.g., MRKT 1299 not required in DMM but required in BBAMM) hinders upward mobility for diploma students towards BBAMM.
- **Faculty Communication & Engagement:** Shifts to remote operations during the COVID-19 pandemic had an impact on regular faculty collaboration and disrupted established processes to onboard new faculty; greater effort is needed to reconnect and support new instructors to facilitate more consistent delivery of curriculum and feedback on assessments.
- **Infrastructure & Support:** Rapid evolution of the marketing discipline is translating to an increased need for technologies (software), technical support and discipline related materials and resources. Additional advocacy for responsive support is needed to avoid limiting student access to necessary tools and environments for success.

Opportunities for Improvement

The Program acknowledges several opportunities to further enhance the learning environment and experience for marketing students. In summary, these opportunities include:

- **Curriculum Innovation & Industry Alignment:** Introduce new brand management course, industry standard technologies, tools, and frameworks (e.g., AI, social media, sustainability, EDI) to align program with industry practice. Incorporate a more coordinated approach to indigenization and sustainability to align with broader institutional goals (e.g., PRME, UN SDGs).
- **Credential Expansion:** Explore adding new credentials in Marketing to attract non-marketing students and working professionals seeking to upskill; additional credentials can help broaden program reach, support continued enrolment, and introduce flexibility for students with different academic goals.
- **Industry Connections to Enhance Experiential Learning:** Strengthen connection with marketing professionals including alumni for guidance and collaboration on WIL to expand experiential learning, support program relevance, and enhance student employability.
- **Dedicated Faculty for Program Outreach:** Strengthen program awareness and enrolment by communicating updated and practical information to current, prospective, and graduated students.
- **Faculty Development & Support:** Advocate for faculty time release or dedicated resources to support curriculum renewal, professional development, and department initiatives to strengthen the learning environment for marketing students.

Marketing Management Quality Assurance Plan

LIST OF RECOMMENDATIONS FROM SELF-STUDY REPORT AND EXTERNAL REVIEW REPORT

The list of recommendations from the Self-Study Report and External Review Report are provided below.

Self-Study Report (SSR) Recommendations	Page Number
Continue to work with the Office of the Provost and SSCC governance to acquire Senate approval of new PLO structure.	27
Explore strategies to better introduce skills and build proper scaffolding for PLO #7 (Justify marketing investment decisions to stakeholders by applying principles of financial accountability), as well as how to better support students with financial analysis related to marketing-based contexts.	27
Explore strategies to better introduce skills and build proper scaffolding for PLO #8 (Demonstrate the ability to apply key marketing concepts by successfully completing industry-based projects to professional standards), as well as how to better prepare students for third- and fourth-year industry-based projects.	27
For each upcoming course outline review, teaching teams for each course to revisit the Course Mapping Summary Form and identify opportunities to address gaps and areas of improvement that were identified when mapping CLOs to PLOs during the curriculum mapping process.	27
Explore opportunities to provide greater direction to marketing students on the different career paths and streams within marketing. Marketing is multi-disciplinary with multiple pathways for careers. While the department has developed streams internally, the streams and required courses need to be communicated to students to provide better direction, so that students can achieve individual goals based on their personal interests in marketing.	37
Investigate ways to strengthen and improve curriculum by incorporating the demand for increased practical and strategic skills in areas such as digital marketing, social media marketing, marketing data analysis, marketing technology, graphic design, branding, AI for marketing, as well as the demand for industry recognized certifications and professional learning academies within courses.	37
Develop a coordinated and evolving approach to Indigenization within the department, including the identification of marketing-based resources for faculty and students. The KPU Pathway to Systemic Transformation may be a useful guide to aid in these conversations and the development of an approach. Also investigate opportunities for additional PD for faculty, including a collective education and discussions on indigenization within the department.	37
Develop a coordinated and evolving approach to corporate social responsibility (EDI and PRME linked to UN SDGs) within the department. For EDI, use the course outline review process to identify opportunities to better incorporate EDI into marketing courses. For the UN SDGs, explore which marketing courses can better support the PRME framework, as well as opportunities for increased content and potential course assignments for both DMM and BBAMM students.	37
Encourage diversity in professional marketing experience when conducting future searches for new faculty. This will not only benefit marketing students with broader perspectives, but also better prepare them for various marketing career paths upon graduation.	40
Encourage EDI among our faculty in the search process. Continuing to hire diverse marketing faculty members that are reflective of the broader KPU community will help foster a sense of belonging and inclusion among students from various backgrounds. Having a diverse faculty brings multiple perspectives and better prepares students to navigate diverse cultural and global business environments, equipping them with essential skills required for the workforce.	40

Marketing Management Quality Assurance Plan

Self-Study Report (SSR) Recommendations	Page Number
Identify opportunities for both individual and team PD activities. Ongoing PD is critical to keep faculty up-to-date with emerging practices and tools (e.g., digital marketing, generative AI for marketing) and deliver curriculum that is relevant and will make our graduates work ready.	40
Explore ways to continue building capacity for delivering courses in the different teaching streams to allow for adequate course offerings each semester, as well as to help with succession planning. This could be accomplished through mentorship of existing faculty to teach new courses or by conducting new searches as required.	40
Provide feedback to KPU Marketing on the need for updates to the website to improve the online experience for future students, current students, and other visitors to our program webpages.	44
Explore the opportunity for a Minor in Marketing or Citation in Marketing for students in other faculties and departments who do not want a degree or diploma in marketing but want some foundational courses in marketing based on personal interests or relevance to their academic programs. Request a time release from the Dean's Office for a marketing faculty member to explore this area.	44
Review the laddering of courses between the DMM and BBAMM. Investigate the inclusion of MRKT 1299 as a required course in the DMM to remove the structural barrier for DMM students who are upgrading to complete the BBAMM.	44
Explore opportunities to address the gap in PLO 7 (Justify marketing investment decisions to stakeholders by applying principles of financial accountability) by revisiting the scaffolding of financial analysis skills related to marketing-based contexts.	53
Identify opportunities to expand experiential learning in the department. Investigate ways to better inform and educate students about the MBSI Program and co-operative education program earlier in the first two years of study. Provide feedback to the Dean's Office to support the expansion of MBSI Program to marketing diploma students. Investigate how to further integrate different types of work integrated and or/community-engaged projects into other marketing courses where they are not currently being offered.	53
For the essential skills, encourage faculty discussion on how to address the gap on resolving issues or other problems, as well as how to better help students create and defend recommendations for projects. Explore the laddering of skills, leading up to third- and fourth-year level courses which often incorporate experiential learning projects.	54
Encourage the reestablishment of a departmental connection in the post-pandemic phase to foster greater faculty communication and collaboration. Encourage faculty to hold regular teaching team meetings for individual courses and teaching streams to discuss common issues that impact both faculty and students with the goal of creating the best learning environment for our students.	54
Encourage faculty discussion on the feedback process to students on assessments. Encourage faculty to have greater discussion and collaboration on the types of feedback, quality, and usefulness of feedback.	54
Provide feedback to KPU Library on the types of additional online resources and online databases that can benefit our students. This feedback will vary based on the individual course and will be influenced by industry practice. Encourage more interaction between teaching teams and librarians to explore resource availability for students and faculty at the KPU library.	62

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Self-Study Report (SSR) Recommendations	Page Number
Provide feedback to IT on current issues that instructors are experiencing with e-Classrooms, computer labs and institutional technology, including after-hours IT support for e-Classrooms.	62
Provide feedback to the MSB on the need for regular and guaranteed access to computer labs or alternatives for digital marketing courses.	62

External Review Report (ERR) Recommendations	Page Number
It is recommended that more current evidence on marketing job displacement be collected and reflected in the career pathways for graduation.	5
It is recommended that the evidence for Skill Development be expanded from KPU Policy AC9 to include the Canadian Marketing Association recommendations at minimum and recommendations from several subsectors marketing associations such as digital marketing, ecommerce, retail, etc. Furthermore, this section needs to include a discussion on how AI will be addressed in the curriculum going forward. As how students receive and the demand for education changes – it is recommended to provide more flexible learning options with online modules, boot camps, and micro-credentials that relate to industry software being used (i.e. Salesforce, Marketo, HubSpot, Google Ads, etc.). This will allow students to gain industry-relevant knowledge outside the classroom. The review team understands the issue with privacy as mentioned in discussions, but staying true to the spirit of the polytechnic, KPU should be strategizing how to develop an education plan around tools & software being used daily in industry.	5
It is recommended that KPU develop a brand management course or remove it from the Career Path Map.	5
It is recommended to expedite the course review process and define the difference between major & minor changes with a focus on higher-level courses first due to their importance. By implementing a structured internal review cycle yearly or every two years, KPU's marketing program can remain competitive and better prepare students for the evolving job market. With the planning of the new curriculum, it's recommended the marketing program create an AI literacy framework to provide ethical and relevant teachings to students.	5
It is recommended that the program relevancy be assessed by PAC members and / or a discipline sector survey to collaborate faculty feedback.	8
It is recommended that the Market Research Pathway be removed from Appendix C1 or KPU develop a consumer research course wherein student design and execute a consumer research plan whereby students use qualitative and quantitative consumer research techniques, design questionnaires (on/offline), tabulate the results and write a research report.	8
KPU should provide campus-wide curriculum indigenization resources to the MSB faculty. Furthermore, BBAMM faculty should focus on internationalizing its curriculum to meet the standards of excellence in marketing communication practices.	8
It is recommended that a formal process be developed to ensure that teaching focused faculty possess a master's relevant credential and a minimum number of years work experience in the subject area of the courses they are hired to teach.	8

Marketing Management Quality Assurance Plan

External Review Report (ERR) Recommendations	Page Number
It is recommended to incorporate more live consulting projects where students solve business challenges for real companies that might be experiencing the lack of software/AI marketing expertise for students to experiment with lower stakes.	8
It is recommended that students be required to complete their first-year math course before they can take a second-year course. Industry heavily relies on data-driven decision-making, which involves understanding a certain minimum standard of quantitative & analytical skills. In a recent study, 97% of marketing leaders consider data analysis a crucial skill for students entering the workforce (Forbes 2023). With our discussions, we learned that many students lack the confidence in making decisions based on marketing math and have difficulties leading and applying the knowledge in budget creation, or proving marketing spend. Furthermore, it is recommended a dedicated marketing framework be implemented throughout the whole curriculum. This will better the student comprehension and retention after graduation, where they will need it most. The continuous reinforcement will better prepare them for growth/performance marketing, analytics, managerial responsibilities and so much more – this is where typically higher compensation is earned. It is recommended to integrate math across existing courses, rather than stand-alone ones.	9
WIL It is recommended that the Wil program explore having employers of existing students become WIL eligible. This would allow students to achieve the benefits of WIL without giving up their permanent position.	9
It is recommended that KPU create a dedicated computer lab for MSB. This would allow all business classes to access technology tools. Furthermore, it is recommended that KPU create a classroom planning committee that is comprised of 50% faculty members so that classroom layout and furnishing choices enhance student and instructor learning environments.	11
It is recommended that KPU provide adequate budget to MSB to facilitate the purchase of licenses for key marketing tech tools to be used in the delivery of course curriculum to ensure students are work ready.	11
Ideally, more funds should be made available to support faculty PD. However, current circumstances make that challenging. To stretch existing PD funds, faculty could be encouraged to attend virtual conferences when possible. Many professional bodies are now offering free seminars and presentations. Faculty could be encouraged to take advantage of these too. Faculty could also be encouraged to share their findings from conferences/ seminars/ meetings with other faculty members.	11

Marketing Management Quality Assurance Plan

RECOMMENDATIONS THE QUALITY ASSURANCE PLAN DOES NOT ADDRESS

The Recommendations from the Self-Study Report and External Review Report that this Quality Assurance Plan does not address are identified 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
EXTREV.2.1 It is recommended that more current evidence on marketing job displacement be collected and reflected in the career pathways for graduation.	ER, p.5	This recommendation suggests edits to the already approved/finalized Self-Study Report. The Marketing Department is currently collecting additional evidence as part of on-going program enhancements, but it was not communicated to the External Review Team.
EXTREV.3.1.B It is recommended that the Market Research Pathway be removed from Appendix C1 or KPU develop a consumer research course wherein student design and execute a consumer research plan whereby students use qualitative and quantitative consumer research techniques, design questionnaires (on/offline), tabulate the results and write a research report	ER, p.8	MRKT 2340 Marketing Insights (formerly named Market Research) and MRKT 3240 Marketing Analytics & Information Management cover consumer research, research design and related methodologies identified by the ERT. It is possible that the scope of these courses was missed by the ERT. Market research is a fundamental career pathway for marketing graduates.
EXTREV.3.1.C KPU should provide campus-wide curriculum indigenization resources to the MSB faculty. Furthermore, BBAMM faculty should focus on internationalizing its curriculum to meet the standards of excellence in marketing communication practices.	ER, p.8	As the recommendation states, this is a directive for KPU, not the Marketing Department.
EXTREV.3.2 It is recommended that a formal process be developed to ensure that teaching focused faculty possess a master's relevant credential and a minimum number of years work experience in the subject area of the courses they are hired to teach.	ER, p.8	The Marketing Department is currently doing this, but it was not communicated to the External Review Team. Can be addressed within faculty with AC13 (applied program wide).

Marketing Management Quality Assurance Plan

Recommendations	Indicate Self-Study Report (SSR) or External Review Report (ERR) and page number	Rationale for Not Addressing
EXTREV.5.1.A It is recommended that KPU create a dedicated computer lab for MSB. This would allow all business classes to access technology tools. Furthermore, it is recommended that KPU create a classroom planning committee that is comprised of 50% faculty members so that classroom layout and furnishing choices enhance student and instructor learning environments.	ER, p.11	Acquisition of space and the formation of a KPU-wide classroom planning committee is deemed outside of the direct control of faculty. The budget restrictions imposed on the Marketing Department by KPU do not allow for expenditures of this size at this time.
EXTREV.5.1.B It is recommended that KPU provide adequate budget to MSB to facilitate the purchase of licenses for key marketing tech tools to be used in the delivery of course curriculum to ensure students are work ready.	ER, p.11	Acquisition of funding is deemed outside of the direct control of faculty. However, Faculty will advocate for the inclusion of marketing technology and related tools into the program.

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: Estimated Fall 2025

GOAL 1: Improve communication and collaboration among faculty to support the consistent delivery of a high-quality and relevant program.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
SS.PR.3. Develop a coordinated and evolving approach to Indigenization within the department, including the identification of marketing-based resources for faculty and students. The KPU Pathway to Systemic Transformation may be a useful guide to aid in these conversations and the development of an approach. Also investigate opportunities for additional PD for faculty, including a collective education and discussions on indigenization within the department.	SSR, p.67
SS.PR.7. Identify opportunities for both individual and team PD activities. Ongoing PD is critical to keep faculty up to date with emerging practices and tools (e.g., digital marketing, generative AI for marketing) and deliver curriculum that is relevant and will make our graduates work ready.	SSR, p.67
SS.PR.8. Explore ways to continue building capacity for delivering courses in the different teaching streams to allow for adequate course offerings each semester, as well as to help with succession planning. This could be accomplished through mentorship of existing faculty to teach new courses or by conducting new searches as required.	SSR, p.67
SS.ID.4. Encourage the reestablishment of a departmental connection in the post-pandemic phase to foster greater faculty communication and collaboration. Encourage faculty to hold regular teaching team meetings for individual courses and teaching streams to discuss common issues that impact both faculty and students with the goal of creating the best learning environment for our students.	SSR, p.68
SS.ID.5. Encourage faculty discussion on the feedback process to students on assessments. Encourage faculty to have greater discussion and collaboration on the types of feedback, quality, and usefulness of feedback.	SSR, p.69

Marketing Management Quality Assurance Plan

Actions(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Revisit structure of the teaching streams and the course teaching teams and confirm a team lead for each course to ensure active collaboration is routine between faculty members to enable discussion of and priority issues related to the courses.	Department Chair	11/ 2025	12/ 2025	Ensure teaching streams reflect current industry sectors; explore ways to have active and regular review of courses to manage shared expectations.
Identify potential areas for improvement related to the delivery of the program as intended and strategies to remedy them to maintain program quality.	Course Teaching Teams	01/ 2026	03/ 2026	This may be related but not limited to ensuring consistency and quality in course format, curriculum, assessments, technologies/ tools and/ or PD opportunities.
Explore opportunities to engage constructively with Indigenous communities with the assistance of Kwantlen's Indigenous Support programs KPU's Indigenous Services for Students and Office of the AVP Indigenous Leadership and Innovation to build relationships and knowledge base to enhance the program.	Department Chair	09/ 2029	09/ 2030	Efforts with Indigenization have been made, however, this action reflects a more formal and coordinated approach to evaluating and improving efforts.

Resource Requirements (if applicable)
Resources required to achieve this Goal: Program teaching teams and streams, KPU Indigenous Advisors and Support Program KPU Indigenous Services for Students, Office of the AVP Indigenous Leadership and Innovation, and, Office of Equity & Inclusive Communities
When resources will be required: Estimated Fall 2029
Faculty and/or Institutional support required: Program teaching teams and streams, KPU Indigenous Services for Students, Office of the AVP Indigenous Leadership and Innovation, KPU Indigenous Advisors and Support Program and, Office of Equity & Inclusive Communities

Marketing Management Quality Assurance Plan

GOAL 2: ~~Encourage targeted recruitment strategies to attract~~Attract faculty members from diverse cultural, ethnic, and professional backgrounds using targeted recruitment strategies ~~to,~~ ing fostering a more inclusive academic environment.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
SS.PR.5. Encourage diversity in professional marketing experience when conducting future searches for new faculty. This will not only benefit marketing students with broader perspectives, but also better prepare them for various marketing career paths upon graduation.	SSR, p.67
SS.PR.6. Encourage EDI among our faculty in the search process. Continuing to hire diverse marketing faculty members that are reflective of the broader KPU community will help foster a sense of belonging and inclusion among students from various backgrounds. Having a diverse faculty brings multiple perspectives and better prepares students to navigate diverse cultural and global business environments, equipping them with essential skills required for the workforce.	SSR, p.67

Actions(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Identify course level vetting criteria to establish minimum qualifications to teach marketing management courses	Dept. Search Committee.	14 <u>progress</u> 09/2025	09/ 2026	Course level vetting criteria will strengthen the Program's ability to manage quality of course content and delivery related to specific disciplines within the marketing practice (e.g., sales, digital marketing, analytics, etc.).
Liaise with KPU Human Resources to explore opportunities to update marketing faculty job postings and refine interview questions to reflect the program's need for diversity and qualified faculty candidates.	Dept. Search Committee	09/ 2029	09/ 2030	Under current situation of reduced enrolment and layoff notices, providing adequate coverage for all courses across semesters will be a challenge. However, this action item will continue to be relevant should search be required in the future.

Marketing Management Quality Assurance Plan

Actions(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Identify and advocate for additional channels to reach a more diverse candidate pool for new marketing faculty postings. For example, additional industry channels may be explored to reach senior marketing practitioners/ professionals or those with UN SDG and/ or PRME backgrounds.	Dept. Search Committee	09/ 2029	09/ 2030	Under current situation of reduced enrolment and layoff notices, providing adequate coverage for all courses across semesters will be a challenge. This action item will be relevant should search be required in the future.

Resource Requirements (if applicable)
Resources required to achieve this Goal: Department Chair, Program Search Committee and Dean's office and Human Resources to ensure program's need for EDI is considered in context of fast-moving world of marketing.
When resources will be required: Ongoing and when a search is required. Estimated 2028 based on current enrolment challenges and layoffs.
Faculty and/or Institutional support required: Department Chair, Program Search Committee and Dean's office and Human Resources to ensure program's need for EDI is considered in context of fast-moving world of marketing.

Marketing Management Quality Assurance Plan

GOAL 3: Improve the program structure by building proper scaffolding for PLO's and exploring opportunities for credentials to better prepare students for success.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
SS.CR.1. Continue to work with the Office of the Provost and SSCC governance to acquire Senate approval of the new PLO structure.	SSR, p.66
SS.CR.2. Explore strategies to better introduce skills and build proper scaffolding for PLO #7 (Justify marketing investment decisions to stakeholders by applying principles of financial accountability), as well as how to better support students with financial analysis related to marketing-based contexts.	SSR, p. 66
SS.CR.3. Explore strategies to better introduce skills and build proper scaffolding for PLO #8 (Demonstrate the ability to apply key marketing concepts by successfully completing industry-based projects to professional standards), as well as how to better prepare students for third- and fourth-year industry-based projects.	SSR, p.66
SS.PR.10. Explore the opportunity for a Minor in Marketing or Citation in Marketing for students in other faculties and departments who do not want a degree or diploma in marketing but want some foundational courses in marketing based on personal interests or relevance to their academic programs. Request a time release from the Dean's Office for a marketing faculty member to explore this area.	SSR, p.68
SS.PR.11. Review the laddering of courses between the DMM and BBAMM. Investigate the inclusion of MRKT 1299 as a required course in the DMM to remove the structural barrier for DMM students who are upgrading to complete the BBAMM.	SSR, p.68
EXTREV.2.3 It is recommended to expedite the course review process and define the difference between major & minor changes with a focus on higher-level courses first due to their importance. By implementing a structured internal review cycle yearly or every two years, KPU's marketing program can remain competitive and better prepare students for the evolving job market. With the planning of the new curriculum, it's recommended the marketing program create an AI literacy framework to provide ethical and relevant teachings to students.	ER, p.5

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Confirm requirements and approval process for the new Marketing Program PLO structure and obtain approval.	Department Chair	In progress 05/2025	09/2026	PLO's were reviewed as part of this Program Review and reduced from 23 PLO's to 9 PLO's that better reflect the connection between current marketing practice and education.

Marketing Management Quality Assurance Plan

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
To address the gap in PLO 7, identify opportunities to strengthen marketing maths skills and scaffolding of these skills by reviewing math skill development in first-, second- and third-year courses, leading up to capstone and fourth-year level marketing courses.	Rajinder Singh, Neil Tracey, Jaime Mah	09/2028	07/ 2030	Preliminary work has begun to solicit feedback from faculty regarding type of marketing math skills covered in first, second- and third-year courses.
To address gap in PLO 8, identify opportunities to scaffold skills related to industry-based projects to better prepare students for third-year courses by exploring a framework to provide earlier exposure to industry-based projects.	Vida Morkunas, Philip Ho	09/2028	07/ 2030	Program seeks to explore additional/ meaningful ways to expose students to real life applications of course learnings at the appropriate level of study to strengthen scaffolding into third- and fourth-year courses.
Explore credentialing options in marketing to meet the future needs of marketing students, employers and those who seek to build their marketing knowledge.	Jaime Mah, Gustavo Arruda, Wayne Tebb	09/2025	9/2028	A time release would enable dedicated effort towards this action. If time release is not obtained, resources will be constrained for the next few years due to current circumstances related to enrolment and layoffs to address this item.
Review the laddering of courses between the DMM and BBAMM to investigate the inclusion of MRKT 1299 as a required course in the DMM to remove the structural barrier for DMM students who are upgrading to complete the BBAMM.	Paul Leigh	09/2026	09/2027	Approach to this action item may be dependent on the current review of the Business Education Framework.

Resource Requirements (if applicable)

Resources required to achieve this Goal: Faculty Leads, Faculty Working Teams, Teaching & Learning Commons, KPU Learning Centre, time release to explore credentials (critical/ dedicated resource needed).

Marketing Management Quality Assurance Plan

Resource Requirements (if applicable)
When resources will be required: Estimated 2025 – 2030.
Faculty and/or Institutional support required: Faculty Leads and/ or Faculty Working Teams, Teaching & Learning Commons, KPU Learning Centre, Dean's Office (for time release)

GOAL 4: Update courses to maintain program relevance according to industry demands and standards for knowledge and practical skills in marketing.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
SS.CR.4. For each upcoming course outline review, teaching teams for each course to revisit the Course Mapping Summary Form and identify opportunities to address gaps and areas of improvement that were identified when mapping CLOs to PLOs during the curriculum mapping process.	SSR, p.66
SS.PR.2. Investigate ways to strengthen and improve curriculum by incorporating the demand for increased practical and strategic skills in areas such as digital marketing, social media marketing, marketing data analysis, marketing technology, graphic design, branding, AI for marketing, as well as the demand for industry recognized certifications and professional learning academies within courses.	SSR, p.67
SS.PR.4. Develop a coordinated and evolving approach to corporate social responsibility (EDI and PRME framework linked to UN SDGs) within the department. For EDI, use the course outline review process to identify opportunities to better incorporate EDI into marketing courses. For the UN SDGs, explore which marketing courses can better support the PRME framework, as well as opportunities for increased content and potential course assignments for both DMM and BBAMM students.	SSR, p.67
SS.ID.1. Explore opportunities to address the gap in PLO 7 (Justify marketing investment decisions to stakeholders by applying principles of financial accountability) by revisiting the scaffolding of financial analysis skills related to marketing-based contexts.	SSR, p.68
EXTREV.3.1.A It is recommended that the program relevancy be assessed by PAC members and / or a discipline sector survey to collaborate faculty feedback.	ER, p.8
EXTREV.4.1.A It is recommended that students be required to complete their first-year math course before they can take a second-year course. Industry heavily relies on data-driven decision-making, which involves understanding a certain minimum standard of quantitative & analytical skills. In a recent study, 97% of marketing leaders consider data analysis a crucial skill for students entering the workforce (Forbes 2023). With our discussions, we learned that many students lack the confidence in making decisions based on marketing math and have difficulties leading and applying the knowledge in budget creation, or proving marketing spend. Furthermore, it is recommended a dedicated marketing framework be implemented throughout the whole curriculum. This will better the student comprehension	ER, p.9

Marketing Management Quality Assurance Plan

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
and retention after graduation, where they will need it most. The continuous reinforcement will better prepare them for growth/performance marketing, analytics, managerial responsibilities and so much more – this is where typically higher compensation is earned. It is recommended to integrate math across existing courses, rather than stand-alone ones.	
EXTREV.5.1.C Ideally, more funds should be made available to support faculty PD. However, current circumstances make that challenging. To stretch existing PD funds, faculty could be encouraged to attend virtual conferences when possible. Many professional bodies are now offering free seminars and presentations. Faculty could be encouraged to take advantage of these too. Faculty could also be encouraged to share their findings from conferences/ seminars/ meetings with other faculty members.	ER, p. 11

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Solicit feedback from program advisory committee (PAC) to monitor current and emerging industry standards and trends and distribute findings to teaching teams for review and implementation in courses.	Faculty PAC Lead	11/ 2025	<u>Ongoing</u> 04/ 2026	This is a regular exercise within the department. Scope of feedback sought moving forward will include marketing industry demands associated with skillsets listed above in recommendations from the SSR and EXTREV. <u>Note: this is an ongoing activity. Our PAC convenes 2-3 times a year.</u>
Identify relevant professional development (PD) opportunities for faculty that reflect the program streams and/ or sectors within marketing where currency is critical to keep curriculum and learning tools up to date.	Faculty PD Rep.	11/ 2025	04/ 2028	Conferences, webinars, and participation in industry associations are examples of PD activities for faculty to update industry knowledge and strengthen understanding of how EDI and corporate social responsibility is applied in marketing.
Initiate process to incorporate the most prevalent marketing industry tools and technologies into course outlines (where applicable), course learning outcomes and program messaging so that students can be prepared and equipped for applied learning.	Department Chair, Curriculum Committee	09/ 2027	09/ 2030	Use of industry standard software and technologies unique to the marketing profession is needed to prepare students for real world marketing positions. This is

Marketing Management Quality Assurance Plan

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
	Rep., Course Teaching Teams			<p>essential to keep the Program competitive, relevant and current (similar to the equipment/ software requirements communicated by the Wilson School of Design to its students).</p> <p>This action item will consider reviewing the viability of the technologies in consultation with internal stakeholders, where applicable.</p>

Resource Requirements (if applicable)
Resources required to achieve this Goal: Dean’s Office, Divisional Business Manager and Faculty PD Representative. Funding would be required to support faculty participation in relevant PD activities (including industry memberships) and to integrate relevant tools and technologies (licences) into curriculum as identified as required.
When resources will be required: In timely manner as required when needs are identified through professional development and industry feedback. Timeliness is critical due to rapid advancement of tools and technologies.
Faculty and/or Institutional support required: Dean’s Office, Divisional Business Manager, PAC, Faculty PAC Lead, Faculty PD Representative, Department Chair, Department Curriculum Committee Representative, Department Faculty Council representative, KPU IT, KPU Teaching & Learning Commons, Dean’s Office support for new industry memberships, technologies and / or tools.

Marketing Management Quality Assurance Plan

GOAL 5: Strengthen partnerships with industry, community, and employers to provide students with meaningful work-integrated learning experiences.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
SS.ID.2. Identify opportunities to expand experiential learning in the department. Investigate ways to better inform and educate students about the MBSI Program and co-operative education program earlier in the first two years of study. Provide feedback to the Dean's Office to support the expansion of MBSI Program to marketing diploma students. Investigate how to further integrate different types of work integrated and or/community-engaged projects into other marketing courses where they are not currently being offered.	SSR, p.68
SS.ID.3. For the essential skills, encourage faculty discussion on how to address the gap on resolving issues or other problems, as well as how to better help students create and defend recommendations for projects. Explore the laddering of skills, leading up to third- and fourth-year level courses which often incorporate experiential learning projects.	SSR, p.68
EXTREV.3.3 It is recommended to incorporate more live consulting projects where students solve business challenges for real companies that might be experiencing the lack of software/AI marketing expertise for students to experiment with lower stakes.	ER, p.8
EXTREV.4.1.B WIL It is recommended that the WIL program explore having employers of existing students become WIL eligible. This would allow students to achieve the benefits of WIL without giving up their permanent position.	ER, p.9

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Review and recommend ways to increase awareness and opportunity for marketing students to participate in and excel in the Melville Business Strategy Internship (MBSI) program.	Anita Sangha	14 progress09/ 2025	09/ 2030	Preliminary efforts are being made to examine how the MBSI program is promoted to marketing students and the process involved for students to apply. <u>Note: this is an ongoing activity.</u>
Continue incorporating more experiential learning opportunities for courses.	Course Teaching Teams	09/ 2025 14 progress	09/ 2030Ongoin g	This action item also supports those actions related to Goal #3 (related to PLO 8). Includes continued participation in KPU WIL initiatives and the Practicum Meeting Group. Efforts to

Marketing Management Quality Assurance Plan

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
				expand alumni connections will also be made. Note: this is an ongoing activity.

Resource Requirements (if applicable)
Resources required to achieve this Goal: Support of Dean's Office, Library, Teaching & Learning Commons and KPU IT to access and use the tools and resources related to experiential learning as needed (e.g., technology, information/ data resources, cases, etc.). Funding would be required for resources such as but not limited to industry memberships, technology (licenses) and relevant academic materials/ resources to support effective experiential learning. Resources available through KPU WIL initiatives (KPU WIL Lead Advisor), the Practicum Meeting Group, and KPU Alumni Association.
When resources will be required: As needed when identified through execution of action items identified and described above.
Faculty and/or Institutional support required: Dean's office support for MBSI resources, KPU Alumni Association, industry association memberships, technology, etc. Support from Teaching & Learning Commons and KPU IT may also be needed to execute on the actions identified above.

Marketing Management Quality Assurance Plan

GOAL 6: ~~Expand the reach of the marketing program to engage~~Engage and inform existing and potential marketing students to maintain and grow enrolment more effectively.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
SS.PR.1. Explore opportunities to provide greater direction to marketing students on the different career paths and streams within marketing. Marketing is multi-disciplinary with multiple pathways for careers. While the department has developed streams internally, the streams and required courses need to be communicated to students to provide better direction, so that students can achieve individual goals based on their personal interests in marketing.	SSR, p.66
SS.PR.9. Provide feedback to KPU Marketing on the need for updates to the website to improve the online experience for future students, current students, and other visitors to our program webpages.	SSR, p.68

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Develop accurate and standardized approach to communicating curriculum and program progression to marketing students.	Department Chair, Faculty Working Group (Outreach), KPUMA	11/ 2025	11 09/ 202 6 30	Program Chair will work with the Dean's office and communicate pertinent program information to ensure effective communication about program to current and aspiring marketing students including a clearer path for studies and improved awareness of program. <u>Note: this will be an ongoing effort and discussion with advising. Complete date reflects first reporting period.</u>
Explore ways to support and encourage student leaders to keep the KPU Marketing Association (KPUMA) active and engage volunteers.	Rajinder Singh, Faculty Working Group (Outreach)	11/ 2025	9 09/ 202 6 30	KPUMA can connect students with industry to further develop marketing knowledge, build community, and generate awareness of the marketing program and discipline. Access is open to all KPU students which may also help grow individual course enrolments (electives). <u>Note: this will be an ongoing effort and discussion with</u>

Marketing Management Quality Assurance Plan

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
				KPUMA student leaders. Complete date reflects first reporting period.
Establish an active working group to manage and initiate program outreach by working with relevant stakeholders.	Faculty Working Group (Outreach), Jaime Mah	11/ 2025	04/ 2028	<p>To maintain and grow student enrolments, a dedicated working group is needed to coordinate outreach initiatives designed to engage current marketing students, potential marketing students, and alumni.</p> <p>Alumni will also represent an important segment to engage to expand program awareness and enhance program credibility.</p>

Resource Requirements (if applicable)

Resources required to achieve this Goal: Faculty Outreach Working Group, Program Chair, Alumni, Dean's Office, KPU Marketing Services, program materials (digital or physical), access to technology/ platforms to support and communicate program content for outreach purposes as required.

When resources will be required: Will be requested during the 2025-2030 period as action items are executed above.

Faculty and/or Institutional support required: Faculty Outreach Working Group, Program Chair, Dean's Office, KPU Marketing Services to help facilitate delivery of program messaging and content.

Marketing Management Quality Assurance Plan

GOAL 7: Identify and address resource gaps related to academic resources, classroom support and technologies which have an impact on program delivery.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
SS.R.1. Provide feedback to KPU Library on the types of additional online resources and online databases that can benefit our students. This feedback will vary based on the individual course and will be influenced by industry practice. Encourage more interaction between teaching teams and librarians to explore resource availability for students and faculty at the KPU library.	SSR, p.69
SS.R.2. Provide feedback to IT on current issues that instructors are experiencing with e-Classrooms, computer labs and institutional technology, including after-hours IT support for e-Classrooms.	SSR, p.69
SS.R.3. Provide feedback to the MSB on the need for regular and guaranteed access to computer labs or alternatives for digital marketing courses.	SSR, p.69

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Develop process to solicit feedback from faculty regarding needed technology and library resources to effectively support program delivery.	Department Chair	09/ 2027	04/ 2028	Resources will be sought based on the support needed to prepare industry-ready graduates while considering the need for accessibility for students.
Provide feedback on technology and library resources required on an as needed basis to support the marketing management program.	Course Teaching Teams	04/ 2028	04/ 2029	Teaching teams to consider this as part of routine course reviews and collaborations as referenced in action items under Goal #1.
Advocate for enhanced program support by sharing the program's needs for academic resources, classroom support and/ or technology/ tools with relevant institutional stakeholders.	Department Chair	09/ 2028	04/ 2029	

Marketing Management Quality Assurance Plan

Resource Requirements (if applicable)
Resources required to achieve this Goal: Survey tools, relevant technology, information resources and academic material as needed. Funding would be required for some of these resources such as software licensing or subscriptions for information.
When resources will be required: Estimated by 2028, or as needed when identified through execution of action items identified and described above.
Faculty and/or Institutional support required: Dean's Office support for program resources required, KPU IT, KPU Teaching & Learning Commons, Library Services.

GOAL 8: ~~Identify opportunities for integrating~~Integrate current and emerging A.I. driven tools and industry standard software into course curricula to enhance student employability

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
EXTREV.2.2.A It is recommended that the evidence for Skill Development be expanded from KPU Policy AC9 to include the Canadian Marketing Association recommendations at minimum and recommendations from several sub sectors marketing associations such as digital marketing, ecommerce, retail, etc. Furthermore, this section needs to include a discussion on how AI will be addressed in the curriculum going forward. As how students receive and the demand for education changes – it is recommended to provide more flexible learning options with online modules, boot camps, and micro-credentials that relate to industry software being used (i.e. Salesforce, Marketo, HubSpot, Google Ads, etc.). This will allow students to gain industry-relevant knowledge outside the classroom. The review team understands the issue with privacy as mentioned in discussions, but staying true to the spirit of the polytechnic, KPU should be strategizing how to develop an education plan around tools & software being used daily in industry.	ER, p.5
EXTREV.2.3 It is recommended to expedite the course review process and define the difference between major & minor changes with a focus on higher-level courses first due to their importance. By implementing a structured internal review cycle yearly or every two years, KPU's marketing program can remain competitive and better prepare students for the evolving job market. With the planning of the new curriculum, it's recommended the marketing program create an AI literacy framework to provide ethical and relevant teachings to students.	ER, p.5

Marketing Management Quality Assurance Plan

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Apply for Canadian Marketing Association (CMA) membership to help bring marketing faculty up to the latest in A.I. marketing and marketing technology.	Phaedra Burke, Paul Leigh, Wayne Tebb	In <u>progress</u> <u>03/</u> <u>2025</u>	11/11/ 2025	Submitted to Dean's office for funding; awaiting approval for funding. Encourage marketing faculty to complete relevant CMA courses or designations (or equivalent) to maintain currency with support from the MSOB as is the ACCT designation and its associated memberships. Note that KPU is mandated by the provincial government to focus on the skills listed in Policy AC9. However, the action items within this goal are intended to further support faculty knowledge of discipline specific skills in demand (to complement KPU Policy AC9).
Identify how industry-standard tools and software can be used and applied in existing courses.	Paul Leigh, Nav Sidhu, Gustavo Arruda	In <u>progress</u> <u>03/</u> <u>2025</u>	<u>04/</u> <u>2026</u> <u>Ongoing</u>	Explore integration of A.I. and other industry relevant technologies in conjunction with teaching teams to prepare students and faculty with essential knowledge of these marketing technologies and the ethical considerations related to their use. <u>This action item will also consider the incorporation of online learning modules and digital certifications offered by industry tools and platforms.</u> <u>Note: this is an ongoing activity necessary to ensure program relevance.</u>

Marketing Management Quality Assurance Plan

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Initiate process to incorporate the most prevalent marketing industry tools and technologies into course outlines (where applicable), course learning outcomes and program messaging so that marketing students can be prepared and equipped for applied learning.	Department Chair, Curriculum Committee Rep., Course Teaching Teams	09/ 2027	09/ 2030	<p>Use of industry standard software and technologies unique to the marketing profession is needed to prepare students for real world marketing positions. This is essential to keep the Program competitive, relevant and current (similar to the equipment/ software requirements communicated by the Wilson School of Design to its students).</p> <p>This action item will consider reviewing the viability of the technologies in consultation with internal stakeholders, where applicable.</p>

Resource Requirements (if applicable)

Resources required to achieve this Goal: Support from Dean's office for essential industry memberships and professional development for faculty.
Funding would be required for resources such as but not limited to:

- A) CMA membership
- B) Ongoing professional development (e.g., courses, workshops, events, etc.) offered by the CMA or equivalent marketing industry source
- C) Software licensing to support curriculum and course delivery where required

When resources will be required: When CMA membership is approved. Licenses for required technology may have implications for KPU Teaching & Learning or KPU IT.

Faculty and/or Institutional support required: Faculty Leads for CMA membership, Faculty PD Representative, Department Chair, Department Curriculum Committee Representative, Department Faculty Council Representative, Dean's Office support for industry memberships and ongoing PD, KPU Teaching & Learning or KPU IT for licensing and integration of required technologies.

Marketing Management Quality Assurance Plan

GOAL 9: Design a comprehensive Brand Management course that integrates foundational branding principles with current marketing tools and technologies.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Explore opportunities to provide greater direction to marketing students on the different career paths and streams within marketing. Marketing is multi-disciplinary with multiple pathways for careers. While the department has developed streams internally, the streams and required courses need to be communicated to students to provide better direction, so that students can achieve individual goals based on their personal interests in marketing.	SSR, p.37
Investigate ways to strengthen and improve curriculum by incorporating the demand for increased practical and strategic skills in areas such as digital marketing, social media marketing, marketing data analysis, marketing technology, graphic design, branding, AI for marketing, as well as the demand for industry recognized certifications and professional learning academies within courses.	SSR, p.37
EXTREV.2.2B It is recommended that KPU develop a brand management course or remove it from the Career Path Map.	ER, p.5
Additional & Relevant Findings from Self-Study Report	
Typical positions BBAMM graduates may find themselves in include the list of examples in Appendix C2. Within that list includes the role of a Marketing Coordinator which requires advanced knowledge and skills in brand management.	SSR, p.18
When looking at topics that are missing from the program, student survey comments indicate the need for more exposure and coverage of topics such as social media marketing, web design, industry certifications, graphic design, copywriting, and AI for marketing. Alumni survey comments on missing topics indicate the need for more exposure to content areas such as marketing data analysis, marketing technology, digital marketing, social media marketing, email marketing, influencer marketing, graphic design, branding, and networking skills.	SSR, p.31
In the discipline sector survey (see Appendix H), respondents were asked questions on which marketing specializations they consider the most important when hiring a marketing graduate. Respondents ranked the following marketing specializations the highest, as either essential or very important: strategic marketing planning (96%), social media/digital marketing (86%), integrated marketing communications (82%), marketing analytics (77%), content marketing (74%) and branding (69%).	SSR, p.32

Marketing Management Quality Assurance Plan

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Determine learning objectives related to brand marketing strategy and brand management skills that align with current industry demands.	Rajinder Singh, Phaedra Burke, Gustavo Arruda, Anita Sangha	11/2025	11/2028	The scope of this action item may also include exploring current tools and technologies required to support the brand marketing practice; working knowledge of these tools and technologies reflect additional and relevant skills sets for students to develop related to this topic.
Assess the structure and progression of the current IMC courses to identify the most effective ways to integrate branding into the marketing program.	Rajinder Singh, Phaedra Burke, Gustavo Arruda, Anita Sangha	11/2025	11/2028	
Address gaps based on the findings by introducing and developing skills earlier in the program, ensuring a strong foundation for capstone courses.	Rajinder Singh, Phaedra Burke, Gustavo Arruda, Anita Sangha	11/2025	11/2028	

Resource Requirements (if applicable)
Resources required to achieve this Goal: Faculty leads or working groups. Funding would be required for relevant technology licenses for industry branding-based software/ applications
When resources will be required: Estimated 2026-2027 as action items are executed and findings help identify and confirm needed resources.
Faculty and/or Institutional support required: Faculty, Dean's Office, KPU IT and Teaching and Learning Commons (for licensing of software, if applicable), Curriculum Committee, Faculty Council and Senate support for new course and technologies as required.



Marketing Management Quality Assurance Plan

PLAN SUPPORTED BY: *The Provost and Dean recommend the ~~{Program Name}~~Marketing Management program's Quality Assurance Plan for consideration by the SSCPR.*

Provost's Name

Provost's Signature

Date

Dean's Name

Dean's Signature

Date

Name of SSCPR Chair/Vice Chair

SSCPR Chair/Vice Chair Signature

Date approved by SSCPR:

SENATE

Agenda Number: 6.4

Meeting Date: October 1, 2025

Presenter(s): Katherine Carpenter, Brad Anderson, Alia Somji

AGENDA TITLE: ENTREPRENEURIAL LEADERSHIP SELF-STUDY REPORT

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION: THAT the Senate Standing Committee on Program Review approve the Entrepreneurial Leadership Self-Study Report as attached.

COMMITTEE REPORT

For Secretariat Use Only

Attachments

Entrepreneurial Leadership Self-Study Report

Entrepreneurial Leadership Self-Study Report Appendices

Business Education Framework

Submitted by

Melike Kinik-Dicleli, Manager of Quality Assurance, Office of Planning & Accountability

Date submitted

September 8, 2025



Bachelor of Business Administration in Entrepreneurial Leadership Program Review Self-Study Report

Report Submission Date:
December 2024

Program Review Team Members:
Brad Anderson
Katherine Carpenter

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List of Acronyms

BBA: Bachelor of Business Administration

BCCAT: BC Council on Admissions and Transfer

CLO: Course Learning Outcomes

CMI: Chartered Management Institute

ENTR: Entrepreneurial Leadership

KPU: Kwantlen Polytechnic University

OER: Open Education Resources

PLO: Program Learning Outcomes

PMI: Project Management Institute

PRME: Principles of Responsible Management

UDL: Universal Design for Learning

UN SDGs: UN Sustainable Development Goals

ZTC: Zero Textbook Cost

Memo from Dean/Associate Dean

Firstly, I would like to acknowledge the exemplary work conducted in the self-study report submitted to me for review by the Entrepreneurial Leadership (ENTR) department of the Melville School of Business (Melville). The data informed details and subsequent status of the current courses and curriculum demonstrates a strong understanding of the program area. The self-study has accurately pinpointed areas where quality and industry connected improvements can be implemented and supports future growth in the program. I am especially pleased with the connections to other credentials at KPU and in the sector that tie together with an awareness of indigenous ways of knowing and business sustainability efforts. The program's goals to provide a genuinely rich student learning experience with breadth and depth from a local, national and global perspective sets their graduates on a path of personal and professional success. I applaud the program's focus on ethical and sustainable business practices embedded in responsible management principles and socially conscious goals. In addition, the student focused thread through the program's report is admirable and aligns with KPU's academic plan, vision and mission, as well as, with Melville's vision and mission.

I support the inclusion of a success coach for the students in the ENTR program, as well as, stronger connections with career services at KPU, that may need to be uniquely aligned to the nature of entrepreneurial opportunities in our community. From this perspective, I agree, more mentoring, industry connection and alumni support will be important. I also support the inclusion of COOP and Melville Internship opportunities for ENTR students. I further support more emphasis on attracting students who will thrive in the program and may not be traditional business students. I recommend further inquiry regarding interdisciplinary collaboration across Melville, such as information technology students and design students, to further showcase the learning in this program is not just for business focused students. There could be a suite of courses offered in the program area that will support other students in other program areas, as well as, emerging entrepreneurs in the working world, looking for upskilling education.

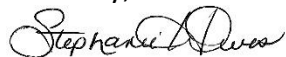
I agree with the program's analysis and results regarding the demand for courses that include sustainability and rethinking their curriculum in areas such as indigenous ways of knowing and increased industry connection and work integrated learning opportunities. I anticipate the inclusion of AI tools and more technologically advanced learning will align well with KPU's efforts to include these types of learning outcomes across courses. As for student progression and preparation, the Business Education Framework, in particular is going through in-depth reimagining, which I encourage the ENTR faculty to be involved to ensure their students are accessing appropriate courses. As for inconsistent course offerings, more students will enable more offerings per term, which circles back to recruitment and progression.

To address the space opportunities, Melville is researching and working towards an initiative for a case learning space, increased virtual and hybrid learning spaces and an ability for flexible classroom design for innovative teaching techniques used by the program and others. I fully support the efforts of the program to help students create a student club to increase a sense of community and belonging to Melville, for which funding could be considered in this endeavor.

I want to thank the ENTR department for their level of dedication within Melville. Their faculty members are some of the most involved in service, applied research, and innovative course creation in the business school. They are leading the way when it comes to socially responsible business education and supporting students with an entrepreneurial and intrapreneurial spirit across the institution. I look forward to supporting ENTR's efforts in their quality improvements and novel curriculum development.

At this stage of the review, resourcing the supports as stated above are possible, however, this is dependent on the outcome of the external review feedback and any additional or different resource allocation requests as set out in the ENTR quality assurance plan.

Sincerely,

A handwritten signature in cursive script, reading "Stephanie Howes".

Stephanie Howes, Dean, Melville School of Business

1. Introduction

1.1. Overview of the Program(s)

Program(s) Under Review

Program Name	ENTR
Program Level	Bachelors
Credential	BBA
Credits Required	120
Discipline and specializations if applicable	Specialization in ENTR
Date established and last revision	1999; 2020

Admission Requirements and Laddering

Admissions requirements for the entrepreneurial leadership program Are the same as the standard University admission requirements. These admission requirements can be found here: <https://www.kpu.ca/admission/requirements>

Throughout the program, students are encouraged to find their entrepreneurial passion and bring it to life. To facilitate this process, the first-year courses are built around self-discovery and uncovering their passions, the second- and third-year courses enable students to play with their entrepreneurial passion concept(s) and develop their entrepreneurial skills and abilities (unique to entrepreneurship as their business acumen skills are developed through the Business Education Framework). Finally, in the fourth-year students apply their learned entrepreneurial skills to their entrepreneurial passion and make it happen in the real world. Their passion and interests are at the heart of their laddering experience, and the courses scaffold throughout, leveraging this passion in the learning experience.

For context, the Business Education Framework provides a cohesive structure that ensures all business students, regardless of their specialization, develop a strong foundation in essential business competencies. It emphasizes critical thinking, ethical decision-making, communication, teamwork, and a global perspective, preparing graduates to succeed in diverse organizational environments. The framework integrates core business disciplines—such as marketing, finance, operations, and management—with applied learning opportunities that bridge theory and practice. Designed to support interdisciplinary collaboration and lifelong learning, the framework encourages innovation, adaptability, and responsible leadership, aligning with industry expectations and KPU’s commitment to accessible, experiential education.

1.2. Program Department

The ENTR program is led by ~~a~~the Dean of the Melville School of Business, ~~led by~~ an Associate Dean with a Program Chair, and 11 regularized faculty members who teach anywhere from one to four ENTR courses in each term. Several faculty members are from other home departments in the Melville School of ~~business~~Business, such as accounting or marketing, which creates a wealth of cross-~~;~~pollination and ability to learn from each other.

The program values are:

- Student Focused: Entrepreneurs carve their path out of the wilderness. They pursue their vision. Our job is to empower each student to transform their unique vision into reality. A one-size-fits-all curriculum is insufficient to achieve this. Instead, we adopt universal design for learning (UDL) [pedagogies](#)[pedagogy](#) to create student-centric experiences, enabling our students to develop and achieve their entrepreneurial vision.
- Removing Barriers: Entrepreneurship is a path to job and wealth creation. It has the power to lift people out of poverty and empower them to change the world. ENTR believes that entrepreneurship must be accessible to all to achieve this potential. To that end, we develop and adopt open education resources (OER) and work towards creating Zero Textbook Cost (ZTC) courses.
- Socially Conscious: ENTR shifts the perspective from profit maximization to value maximization. We recognize the importance of profits but understand that the pursuit of profits is one value embedded in a vast array of other values needed to create a vibrant society. To broaden the variety of goals to which entrepreneurs direct their [energies](#)[energy](#), the Department strives to incorporate the UN Sustainable Development Goals (UN SDGs) into its curriculum.
- Teaching Excellence: ENTR is an innovative program. [Achieving the above](#)[Fulfilling our](#) values requires skilled faculty with a deep understanding of business disciplines and pedagogical mastery. To accomplish the teaching excellence needed to deliver the program values, [we are](#):
 - Quick to mentor others
 - A collaborative spirit and share best practices
 - Take ownership of our professional development

1.3. Program Purpose

[Proposed in 1996 and launched in 1999, The revised ENTR](#)[Entrepreneur Leadership](#) program ~~is~~ [thoroughly integrated](#) (ENTR) was KPU's first BBA program. It provided 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 program launched with the following program learning outcomes:

- [make sound decisions under demanding conditions;](#)
- [recognize the need for change and be able to implement change;](#)
- [write and prepare formal business reports, letters and other related documents;](#)
- [make professional business presentations;](#)
- [communicate in a professional manner with individuals and groups;](#)
- [explain the application of computers in business and be able to use the recent hardwares and software at the level of their career needs and requirements;](#)
- [analyze problems related to their jobs and responsibilities and offer solutions;](#)
- [think creatively and logically;](#)
- [develop and exercise sound interpersonal skills and human relations;](#)
- [work in teams and believe in team-work;](#)
- [behave and conduct business ethically and remain responsible members of the society;](#)
- [discuss total quality management and implement its principles at work;](#)
- [describe the global issues and the effects of the competition among the trading blocks on our Canadian economy;](#)

- [identify low performance and productivity and propose and implement change for improvement;](#)
- [defend the nature of our diverse workforce and invest in cultural diversity;](#)
- [apply tools, techniques, theories and concepts related to their field of specialization \(i.e. major & minor in marketing, accounting, and etc...\);](#)
- [discuss various leadership styles and employ each style in its appropriate situation;](#)
- [identify the demands of the job market and the supply of the labor force and find or create jobs;](#)
- [analyze and identify their weaknesses and select appropriate measures to overcome them; and](#)
- [explain and apply the laws of the land such as corporate registration, torts, contracts, labor codes, Employment Standards Act and the Industrial Relations Act.](#)

[While 93.6% of ENTR graduates were employed as of 2019, the program struggled with enrollment as the number of students enrolled in the program declined over the years to under 50% capacity. The ENTR program also had a higher withdrawal and repeat rates when compared to other KPU BBA programs.](#)

[Recognizing the program must adapt to the changing needs of students to remain viable, the program has undergone a renewal process to modernize the program learning objectives \(PLOs\) from the original 1996 proposal. To align with the Melville School of Business' Vision Statement, "To embolden business and technology learners to become inclusive community builders and conscious change makers.", student agency, quality learning, and a thorough integration with the United Nations' PRME Principles \(Principles of Responsible Management\) as well as the SDGs, the ENTR program went through an extensive revision through the program review process.](#)

The [Revised](#) ENTR Program Learning Outcomes are based ~~in~~[on](#) four simple, yet powerful themes:

- [Know Thyself: Entrepreneurial Identity](#)
- [Create Opportunities](#)
- [Mobilize](#)
- [Grow](#)
- [Know Thyself: Entrepreneurial Identity](#)
- [Create Opportunities](#)
- [Mobilize](#)
- [Grow](#)

[ENTR students are creators and collaborators in their own education, empowered to make meaningful contributions to society in ways that align with their unique values and visions. Recognizing the growing trend toward ethical consumerism and the critical role of businesses in addressing global challenges, this program emphasizes socially responsible entrepreneurship as a key path for the leaders of tomorrow. In alignment with Melville School of Business's mission \(walking the path together from discovery to impact\) and KPU's 2026 vision of KPU being a learning ecosystem rooted in a culture of sustainability, creativity, justice and quality that inspires our people and our communities\), the revised ENTR program guides students through a journey of discovery, impact, and realization.](#)

[In year one, students focus on *Exploration & Discovery*, uncovering passions and identifying pressing issues they feel called to address. In year two, they work to make their vision *Unique*, developing ideas that are both innovative and aligned with their purpose. Year three shifts to *Viability, Feasibility, and Scope* where students assess how to make their concepts sustainable, impactful, and market-ready. Finally, in year four, students bring their entrepreneurial vision to life, equipped to make a positive impact on the world. Through this approach, graduates are empowered not just to succeed but to lead with purpose and responsibility.](#)

~~The ENTR program is similar to other KPU business programs in that it's built around principles of UDL and active learning, but what makes this program unique is the flexibility for students to learn about themselves and their entrepreneurial passions and bring it to life throughout their four year program.~~

~~The key stakeholders of the program are the ENTR students and faculty, administrators and support services of KPU, entrepreneurial high school students and lower mainland school districts, COIL collaborators, the other departments of the Melville School of business as well as parents of students. The ENTR program at KPU aligns with the institution's broader commitment to Universal Design for Learning (UDL) and active learning strategies, ensuring that all students are supported in diverse and inclusive ways. What sets the ENTR program apart is its emphasis on personalized, experiential learning that empowers students to explore and develop their entrepreneurial identities over the course of four years. This flexibility allows students to pursue their passions while building real-world skills.~~

~~The program is designed with a deep understanding of stakeholder needs. For ENTR students, it offers a customizable learning journey that supports creative exploration, applied business practice, and community engagement. Faculty benefit from a curriculum that encourages innovation and interdisciplinary collaboration. Administrators and support services are engaged through consistent alignment with institutional goals and student success metrics. For entrepreneurial high school students and Lower Mainland school districts, the ENTR program serves as a bridge to post-secondary opportunities that value creativity, initiative, and problem-solving. COIL (Collaborative Online International Learning) partners gain access to a globally-minded student cohort prepared to engage in cross-border collaboration. The program also fosters strong connections with other departments within the Melville School of Business, supporting cross-functional learning and entrepreneurial thinking across disciplines. Finally, parents can feel confident that their children are in a program that nurtures independence, leadership, and practical experience, positioning them for long-term success in a dynamic global economy.~~

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1.4. Issues for Program Review

KPU's ENTR Program ~~has recently undergone~~ underwent a renewal process in 2020 to modernize ~~the~~ its curriculum for today's learners. This is a student-focused program with a strong emphasis on sustainability &and experiential learning. Students receiving their BBA in ENTR are prepared to manage, lead, and inspire in any organizational setting by leveraging their business-centric learnings from the Business Education Framework (Appendix), and specializing in Entrepreneurship with ENTR-specific courses.

~~With multiple semesters of the revised program complete, this program review provides the opportunity to assess the program's strengths and weaknesses in achieving its purpose of enabling students to find their passion and potential adjustments to courses to improve student learning outcomes make something happen with it.~~

~~This was the first formal program review since the renewal. As such, there were no prior recommendations to address. However, planning discussions with faculty and the Dean/Associate Dean guided the review process and helped identify key areas of focus. The completed review evaluated the impact of the curriculum changes and addressed several program-specific issues, including:~~

- ~~• The effectiveness of ENTR-specific courses in helping students identify and develop their entrepreneurial passions and competencies.~~
- ~~• The integration and alignment of the renewed curriculum with the Business Education Framework.~~
- ~~• The delivery and outcomes of experiential learning components, including applied projects and community engagement.~~
- ~~• Student satisfaction, progression, and retention, particularly in the revised upper-level courses.~~
- ~~• Opportunities to strengthen interdisciplinary connections within the Melville School of Business and across the university.~~
- ~~• Faculty perspectives on curriculum delivery, workload, and support for innovation in teaching and learning.~~

~~Consultations with faculty, administrators, students, and support services contributed to a comprehensive understanding of the program's strengths and areas for improvement. The review provided a valuable opportunity to reflect on how well the renewed program was achieving its goals and to identify actionable steps for continued growth and enhancement.~~

2. Curriculum Review

2.1. Pathways for Graduates

Pathways to Employment

Graduates from the ENTR program are not just business owners, but much more broadly have a blend of business acumen, leadership skills, and entrepreneurial mindset to think creatively and solve challenging problems, equipping them for various career pathways in the business world. Unlike other departments, there are no set competencies ~~required by an accrediting agency regulated by provincial regulatory bodies such as Accounting or Human Resources~~, however the program is built so graduates develop the required awareness of their own passions, and entrepreneurial skills so they are prepared to add value ~~as soon as they start their careers~~ to society and potential employers after graduating. Here are some potential pathways to employment:

- Entrepreneurship: ~~Many graduates choose to~~ Graduates should have the skills they need to start their own ~~businesses or join startups~~ business, and some choose to do so, leveraging their entrepreneurial skills and knowledge gained during their studies ~~to launch and grow ventures in diverse industries.~~
- Small Business Management: ENTR graduates ~~may~~ have the entrepreneurial skills and business acumen to pursue roles in small business management, overseeing day-to-day operations, implementing growth strategies, and ensuring the success of small enterprises.
- Management Consulting: Consulting firms often seek candidates with strong business backgrounds to provide strategic advice and solutions to clients. ~~BBA~~ ENTR graduates can pursue careers in management consulting, ~~helping as they have developed these skills throughout the program, and a result are able to help~~ businesses improve performance, solve problems, and achieve their objectives.
- ~~Venture Capital and Private Equity: Some graduates may pursue careers in venture capital or private equity firms, where they evaluate investment opportunities, conduct due diligence, and provide strategic guidance to portfolio companies.~~
- Nonprofit and Social Entrepreneurship: ~~BBA~~ ENTR graduates with a passion (that they learn about in first year or in the years after) for social impact may explore careers in nonprofit organizations or social enterprises, where they apply their entrepreneurial skills and business principles to their passions, and as a result address social and environmental challenges, create sustainable solutions, and drive positive change.
- Intrapreneurship, Government and Economic Development: ~~Graduates~~ ENTR graduates may also find opportunities in government agencies or economic development organizations, where they can apply their passions and entrepreneurial skills to contribute to policymaking, support entrepreneurship initiatives, and promote economic growth within communities.

The Discipline Sector Survey respondents noted that experience in pitching business concepts and solving problems for non-profit would be of value, which is something faculty in upper-level courses currently ~~work to~~ incorporate.

Pathways to Further Study

KPU ~~is a member of the~~ facilitates transfer credits through the BC Council on Admissions and Transfer (BCCAT), which is an organization that oversees articulation agreements across institutions in the province. As a result, students may transfer into or out of the ENTR ~~program somewhat~~ program seamlessly with other post-secondary institutions in BC.

Graduates of the BBA ENTR program have various pathways for further study to deepen their knowledge or enhance career prospects. Options like an MBA or Master of Science in Management (~~MSM~~) provide advanced business and management training, with opportunities for specialization in entrepreneurship. These programs would build on the BBA ENTR foundational skills needed for master's level programs which equip graduates for leadership roles in diverse industries ~~or to start their own businesses.~~

For those ENTR graduates focused on entrepreneurship, programs like the Melville School of Business Graduate Business diplomas, which offer specialized training in entrepreneurial theory, innovation, and venture creation, may be of interest. These programs often include experiential learning, mentorship, and networking to support entrepreneurial success, which may appeal to students who want additional education before launching into the previously mentioned career opportunities.

~~Shorter~~ Some ENTR graduates may pursue shorter, more focused options include Graduate Certificate Programs in areas such as business analytics, project management, or digital marketing. ~~Additionally, Professional Certifications once they complete their degree, identify any specialized requirements to make their passions a reality. Additionally, professional certifications~~ from institutes like PMI or CMI strengthen graduates' resumes and expand career opportunities if they are interested in career opportunities that require specialized expertise.

For those interested in academia or research, Doctoral Studies in entrepreneurship or business administration provide opportunities for ~~original~~ research and careers in academia or consulting. If students are interested in doctoral studies, they likely would need to complete master's degrees first. Graduates can also pursue ongoing learning through Continuing Education and Workshops to stay current in their field.

Pathways to an Enriched Civic and Personal Life

~~ENTR graduates can enrich their civic and personal lives through applying their business acumen and entrepreneurial skills to community involvement and leadership opportunities. Volunteering with local nonprofits, community organizations, or initiatives focused on youth development and entrepreneurship education allows them to give back to society through these highly desired skills, while building connections. Taking on leadership roles in community groups or professional associations also provides opportunities to contribute and mentor aspiring entrepreneurs or young professionals, sharing knowledge to help others achieve their goals.~~

~~Civic engagement and advocacy are impactful ways to stay involved. Graduates can participate apply their negotiation, collaboration, and communication skills when participating in local government meetings, community forums, indigenous communities, or advocacy campaigns on issues such as sustainability, indigenous entrepreneurship, economic empowerment, or social justice. Supporting organizations that drive policy change or grassroots initiatives with business acumen, advocacy and negotiating skills enables them to contribute to the broader societal good.~~

~~For personal development, ENTR graduates can continue to develop their entrepreneurial passions and prioritize lifelong learning and cultural exploration. to better themselves and their personal value proposition. They can attend entrepreneurial focused workshops, seminars, or take courses on diverse subjects like philosophy, creative arts, or personal finance to stay intellectually stimulated. Exploring different cultures through entrepreneurial events, festivals, and multicultural organizations fosters appreciation for diversity and broadens their worldview. Graduates are equipped to enrich civic life by applying their business acumen and entrepreneurial skills to community-based initiatives. Many engage in volunteerism or assume leadership roles within nonprofit organizations, youth development programs,~~

and local entrepreneurship networks. These activities enable graduates to contribute meaningfully to their communities while building valuable social capital and leadership experience.

The program also encourages civic engagement through advocacy and participation in public discourse. Graduates are prepared to apply their communication, negotiation, and collaboration skills in settings such as local government meetings, public consultations, Indigenous community initiatives, and advocacy campaigns addressing issues such as sustainability, economic empowerment, Indigenous entrepreneurship, and social justice. By leveraging their entrepreneurial competencies in these contexts, graduates are well-positioned to support policy development and contribute to systemic change.

Personal development is another key area of focus. The ENTR program promotes a mindset of lifelong learning, encouraging graduates to pursue further education and explore interdisciplinary interests beyond business, such as philosophy, the arts, and global cultures. Engagement in cultural and entrepreneurial events also fosters greater awareness of diversity and supports the development of a global perspective.

Maintaining health and wellness is crucial for a balanced life. ~~Physical~~ Throughout the program, students are encouraged to maintain physical activities like fitness or outdoor recreation, along with practices such as mindfulness and self-care, help manage stress and promote well-being. ~~ENTR~~ Graduates can also embrace arts apply their entrepreneurial skills to monetize their passions and creativity by pursuing hobbies in visual arts, music, or writing, enriching their lives through creative expression.

~~Lastly, ENTR graduates can apply their entrepreneurial skills to social entrepreneurship and philanthropy. By supporting or creating ventures that address social or environmental challenges and address the UN's SDGs through the application of entrepreneurial passions and business skills, they can make a positive impact while aligning their personal values with their professional pursuits. Finally, the program supports social entrepreneurship as a means of aligning personal values with professional aspirations. Graduates are encouraged to develop or support ventures that address environmental or social challenges, contributing to the United Nations Sustainable Development Goals (UN SDGs) and demonstrating a commitment to ethical, values-driven leadership.~~

Career Pathways Map

The Career Pathways Map of the program is presented in Appendix A.

2.2. Skill Development

This section explains how well the program is designed to help students attain the following skills:

Writing Clearly and Concisely

The ENTR program emphasizes communication skills by requiring nine credits of courses focused on writing, where students learn clarity, coherence, and conciseness. Through assignments, projects, and presentations, they practice and refine these skills. Feedback from instructors and peers, along with contract grading that incorporates revision, helps students improve their writing style throughout the program.

ENTR courses integrate case studies and business analysis throughout several courses, particularly in third and fourth year, training students to evaluate complex scenarios and communicate their insights concisely. Entrepreneurial projects in fourth year further develop writing skills, as students pitch ideas, write business plans, and articulate business concepts effectively.

Collaboration is key, with group projects in all years fostering peer communication and shared feedback. This collective work enhances students' ability to produce clear, concise written deliverables. Altogether, the ENTR program equips students with the writing skills essential for success in business and beyond.

Speaking Effectively

The ENTR program prepares students to speak effectively and concisely, a crucial skill in today's business world. Students are supported through public speaking assignments in all years of the program, where they present live-online, recorded, or in-person on entrepreneurship and business topics. These assignments offer ample opportunities to practice speaking in front of peers and receive feedback on delivery style, clarity, and overall effectiveness.

Debates and structured discussions in ENTR 4200, and ~~4251~~[4251 are](#) also integral to the program, helping students develop the ability to articulate viewpoints, defend their arguments persuasively, and engage actively with others' perspectives. This enhances their critical thinking and public speaking skills, both essential for business communication.

Feedback and coaching from instructors, mentors, and peers provide personalized guidance on vocal delivery, body language, and message clarity, particularly in the third- and fourth-year courses, help students continually improve. The program also incorporates technology, offering tools for virtual presentations and video conferencing, ensuring that students become proficient in digital communication—an increasingly important skill for modern business professionals.

Reading and Comprehending Material

The ENTR program requires that ~~students'~~[students](#) develop reading comprehension skills, which are critical for academic and business success. The program courses ~~includes~~[include](#) a diverse range of materials such as OER textbooks, business reports, and academic journals, allowing students to engage with a variety of content types. This exposure to different sources throughout the program helps deepen students' understanding of business concepts and theories. For online delivery courses from first to fourth year, online discussion-based learning further enhances comprehension, as students analyze their peers written and video submission, share insights, and collaborate with others to make sense of key questions and information from the course.

In addition to online and in-person classroom activities, the ENTR program integrates projects that involve researching academic sources in ENTR 2000, 2120 and analyzing academic articles and cases in ENTR 3100, 3160, and 4200, which help students improve both reading comprehension and research skills. Feedback through assessments, quizzes, and assignments in all courses, particularly those that use a contract grading approach, provides targeted support for skill development. Furthermore, access to resources such as the KPU library and academic journals aid independent exploration and strengthens students' ability to evaluate and synthesize information from diverse sources. These elements collectively ensure that students develop the reading comprehension necessary for effective communication and decision-making in business contexts.

Working Effectively with Others

The ENTR program equips students with essential teamwork and collaboration skills through various hands-on experiences at all levels of the program. Team projects and group assignments that start in ENTR 1100 and continue to ENTR 4251 are integral to the curriculum, where students work together to solve problems, achieve goals, and produce high-quality deliverables. These projects help students develop effective communication, delegation, conflict resolution, and the ability to leverage each team member's strengths. Case studies in ENTR 2200, 3100 and 3110 and business conceptualizations in ENTR 1200, 3010,

3900, 4110, 4200 and 4251 further foster collaboration, as students work in teams to analyze real-world scenarios, strategize, and make decisions, building problem-solving and teamwork skills in the process. Peer feedback and evaluations encourage reflection and growth, helping students enhance their contributions to group dynamics.

Leadership and cross-cultural collaboration are also emphasized within the ENTR program. Students take on leadership roles in team projects or entrepreneurial student organizations, learning to motivate and guide teams toward shared objectives. Courses in Entrepreneurial Employee Experience (4120), Advanced Organizational Behaviour (3110) and Entrepreneurial Action (4110) deepen their leadership capabilities and self-awareness. Additionally, students are exposed to diverse perspectives through cross-cultural collaboration throughout the program given the uniquely limited prerequisite structure, which fosters intercultural understanding and innovation. Experiential learning opportunities, such as industry projects throughout but particularly in ENTR 2000, 3010, 3900, and 4251 allow students to apply their classroom knowledge in real-world business settings, further enhancing their teamwork and professional relationship-building skills.

Analyzing and Thinking Critically

Students in the ENTR program are widely recognized (Industry Feedback) for their strong critical thinking skills, honed through a blend of coursework, experiential learning, and practical application throughout all years of the program. The curriculum includes courses that cover key business concepts, theories, and frameworks through the business education framework, which students apply by analyzing case studies, business models, financial statements, and market trends. This comprehensive approach to understanding business challenges, paired with entrepreneurship-specific courses, encourages deep critical analysis. Experiential learning and problem-based learning, two core methods in the ENTR program (which are embedded in all ENTR courses), present students with personal experiences and real-world business problems, requiring them to identify key issues, develop solutions, and apply theoretical knowledge, thereby fostering critical thinking and problem-solving abilities.

Additionally, the program integrates case studies and business simulations (requiring students to demonstrate strong analytical skills in ENTR 3100 and ENTR 4200), allowing students to navigate complex business situations and make strategic decisions, sharpening their decision-making skills. Research projects (in ENTR 1200, 2010, 3160, 4120 and 4200) are another critical component, where students apply statistical analysis to address business problems, evaluating data and drawing meaningful conclusions. Feedback from instructors through assessments and class participation further refines students' analytical abilities. Experiential learning opportunities in ENTR 3900, ENTR 4110, and 4251, such as industry projects, allow students to apply these skills in real-world business contexts, reinforcing their critical thinking and analytical capacities.

Resolving Issues or Other Problems

Students in the ENTR program develop strong problem-solving skills through a combination of theoretical learning from the business education framework, practical application, and experiential opportunities through the ENTR-specific courses. As mentioned in the preceding section, the curriculum includes case studies and problem-solving exercises where students analyze real-world business challenges, evaluate solutions, and make informed decisions. Entrepreneurial projects, particularly those in 3900, 4200 and 4251 play a key role, requiring students to develop business plans and navigate obstacles to launch new ventures or innovate within existing organizations. Collaborative learning activities also help students solve problems in teams, leveraging diverse perspectives to brainstorm solutions and resolve issues collectively.

Additionally, the Melville School of Business Internship program and co-op placements provide the option for students to complete hands-on experience in real-world business environments, where students apply their problem-solving skills under professional guidance. Both Internships and Co-operative Education give students the opportunity to apply the skills gained during academic study in paid, practical work experience. For co-op placements, degree students can complete a minimum of three work terms while completing their degree. Work terms generally occur full-time in separate four- month work semesters. Work semesters alternate with academic study. Students wishing to enter and participate in the Co-op Option must meet the following requirements:

- Declaration and Entrance Requirements
- Declaration into the Bachelor of Business Administration in Entrepreneurial Leadership
- Declaration of the Co-operative Education option prior to completion of 90 credits for the BBA in Entrepreneurial Leadership
- Minimum program GPA of 2.7

Upon successful completion of the ENTR program requirements with co-operative education, students receive a Bachelor of Business Administration in Entrepreneurial Leadership, Co-operative Education Option.

While co-op placement takes place throughout the degree, the Melville School of Business Internships are flexible length of 4 - 6 months, paid, part-time or full-time work, in alignment with KPU's academic terms. The eligibility requirements are also a bit different from the co-op placements:

- Domestic and International Melville School of Business students, eligible to work part-time in Canada, who are still enrolled at KPU on the end date of the internship;
- Have a GPA of 3.0 or higher (exceptions can be made by a SSC who has met with the student and has evaluated the student's skills and knowledge);
- Not actively enrolled or participating in a Coop Program;
- Be available to reside in Canada for the entire duration of the internship (for ex., Spring 2023: January 2023 till mid-July 2023); and
- Reside in Canada at the time of application (local address and phone number are required).

Learning on Your Own

Students in the ENTR program cultivate self-directed learning and entrepreneurship skills through various curriculum avenues and experiential opportunities at all levels of the program. With the program renewal principles of student agency and UDL being at the heart of the revamped ENTR program, all courses allow students choice and autonomy in how they learn, and how they demonstrate their learning. Additionally, projects such as business plan conceptualization in ENTR 1100 and 2010 allow students to identify how to assess market opportunities, strategize for business growth, and analyze competitors. Start-up challenges and competitions facilitated in ENTR 3900 and 4200 further refine entrepreneurial skills, as students pitch their ideas to judges or investors and gain valuable feedback and exposure to potential funding.

As mentioned in the section above, experiential learning takes place throughout the whole program; this paired with co-op placements, gives students the support to create their own entrepreneurial identity, and real-world exposure to entrepreneurial organizations and startups. Resources such as entrepreneurship centers and incubators (ENTR 3900) offer support in areas like funding and business planning, while personal development activities in ENTR 1100, 2110, 2120, 2200, 3010, and 4110 foster essential entrepreneurial qualities such as creativity, resilience, and adaptability. Together, these

opportunities provide students with the skills, knowledge, and mindset to pursue entrepreneurship and self-guided learning successfully.

Recommendations

- ~~1. Consider adding prerequisites (or suggested prerequisites) for upper-level courses: Strengthen the program structure by ensuring that foundational courses adequately prepare students for advanced courses. This can address the gap in student preparation for upper-level challenges.~~
- ~~2.1. Integrate more experiential learning: Expand the curriculum to focus on the development and implementation of business plans, securing financing, and other real-world applications of entrepreneurship-pitching business concepts and solving problems for non-profit organizations~~

2.3. Curriculum Assessment

The full curriculum map is provided in Appendix B.

Program Learning Outcomes

The ENTR Program Learning Outcomes developed and approved in 2020, launched with the program renewal in 2021, are based in four simple, yet powerful themes:

- **Know Thyself: Entrepreneurial Identity:** Graduates will have a well-developed sense of their values and interests that they can use to inform their career path. They will have insights into the directions in which they wish to channel their passions.
- **Create Opportunities:** Graduates will demonstrate a keen ability to identify and create growth and improvement opportunities in business and organizational environments, and develop plans to turn those opportunities into reality.
- **Mobilize:** Graduates will exhibit the ability to marshal the resources needed to enact their entrepreneurial plans and achieve their goals.
- **Grow:** Graduates will demonstrate the ability to create value and adapt to changing circumstances.

ENTR students are creators and collaborators in their own education, empowered to make meaningful contributions to society in ways that align with their unique values and visions. Recognizing the growing trend toward ethical consumerism and the critical role of businesses in addressing global challenges, this program emphasizes socially responsible entrepreneurship as a key path for the leaders of tomorrow. In alignment with Melville School's mission and KPU's vision of fostering purposeful and positive change, this program guides students through a journey of discovery, impact, and realization.

In year one, students focus on *Exploration & Discovery*, uncovering passions and identifying pressing issues they feel called to address. In year two, they work to make their vision *Unique*, developing ideas that are both innovative and aligned with their purpose. Year three shifts to *Viability, Feasibility, and Scope* where students assess how to make their concepts sustainable, impactful, and market-ready. Finally, in year four, students bring their entrepreneurial vision to life, equipped to make a positive impact on the world. Through this approach, graduates are empowered not just to succeed but to lead with purpose and responsibility.

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- Know Thyself: Entrepreneurial Identity
- Create Opportunities
- Mobilize
- Grow

ENTR students are creators and collaborators in their own education, empowered to make meaningful contributions to society in ways that align with their unique values and visions. Recognizing the growing trend toward ethical consumerism and the critical role of businesses in addressing global challenges, this program emphasizes socially responsible entrepreneurship as a key path for the leaders of tomorrow. In alignment with Melville School's mission and KPU's vision of fostering purposeful and positive change, this program guides students through a journey of discovery, impact, and realization.

In year one, students focus on *Exploration & Discovery*, uncovering passions and identifying pressing issues they feel called to address. In year two, they work to make their vision *Unique*, developing ideas that are both innovative and aligned with their purpose. Year three shifts to *Viability, Feasibility, and Scope* where students assess how to make their concepts sustainable, impactful, and market-ready. Finally, in year four, students bring their entrepreneurial vision to life, equipped to make a positive impact on the world. Through this approach, graduates are empowered not just to succeed but to lead with purpose and responsibility.

The current PLOs still hold value and are broad enough to allow for students to have the flexibility they need taking a program like ENTR with so much student agency built in, however certain gaps in course content have been noted and will be addressed in the recommendations.

Results of Curriculum Assessment

Through the curriculum mapping process, the following findings were uncovered:

- PLO Theme Know Thyself: Entrepreneurial Identity is addressed through 59 separate course learning outcomes
- PLO Theme Create Opportunities is addressed through 54 separate course learning outcomes
- PLO Theme Mobilize is addressed through 75 separate course learning outcomes
- PLO Theme Grow is addressed through 47 separate course learning outcomes

There's a balance of the PLOs among courses, and while all PLOs increase in taxonomy from the level of introduced to applied throughout the four-year program, there is no set prerequisite structure guiding students from one course to the next. While this decision was intentional when the program was renewed in 2020/2021 to make the courses as accessible as possible, it has resulted in challenges for both students and faculty as noted in the alumni and faculty feedback. Fifty four percent of both faculty

and students were neutral or disagreed when asked if the prerequisites offered effectively prepare students for more advanced courses.

Based on analysis of the curriculum map, as well as taking student and faculty feedback into consideration, the POs are still relevant and appropriate to allow for the flexibility needed in the program to meet student agency needs, but the following gaps in course content were identified:

1. There is a need to incorporate more modern business tools and emerging technologies, such as artificial intelligence, digital marketing, CRM systems, and social media to keep the program relevant to the evolving business landscape.
2. A lack of prerequisites in the program structure has resulted in more accessibility of courses; but is not courses adequately preparing as a result some students for are not well prepared to succeed in advanced courses.
3. There is a need for more mentorship in experiential learning and a focus on the development and implementation of business plans, securing financing, and other real-world applications of entrepreneurship and social entrepreneurship.
4. There is a need for moreA greater differentiation between intra- and entrepreneurship to customize is required to allow for customizing the learning experience to different student needs or interests.

Recommendations

1. Update curriculum content: Incorporate more modern business tools and emerging technologies, such as artificial intelligence, digital marketing, CRM systems, and social media to keep the program relevant to the evolving business landscape.
2. Consider adding prerequisites (or suggested prerequisites) for upper-level courses: Strengthen the program structure by ensuring that foundational courses adequately prepare students for advanced courses. This can address the gap in student preparation for upper-level challenges.
3. Integrate more experiential learning/entrepreneurial applications: Expand the curriculum to focus on the development and implementation of business plans, securing financing, and other real-world applications of entrepreneurship.
4. Improve indigenization and decolonization: Improve the Indigenization and decolonization of entrepreneurial leadership curriculum by incorporating land-based learning, storytelling, and community-defined success. Partner with Indigenous entrepreneurs and knowledge keepers ensure to ensure teachings are culturally grounded, reciprocal, and reflect diverse Indigenous economies in the course content and examples.
5. Differentiate between intra- and entrepreneurship: Develop more distinct pathways within the program for students pursuing corporate careers versus those interested in start-ups or nonprofit.
- 5-6. During program revision stage, the program will do a thorough analysis of gaps, redundancies and misalignments resulting from the IDA process in the curriculum map and make adjustments to curriculum as required.

3. Program Relevance and Demand

3.1. Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?

For ease of reference, here are the ENTR PLO's:

- **Know Thyself: Entrepreneurial Identity:** Graduates will have a well-developed sense of their values and interests that they can use to inform their career path. They will have insights into the directions in which they wish to channel their passions.
- **Create Opportunities:** Graduates will demonstrate a keen ability to identify and create growth and improvement opportunities in business and organizational environments, and develop plans to turn those opportunities into reality.
- **Mobilize:** Graduates will exhibit the ability to marshal the resources needed to enact their entrepreneurial plans and achieve their goals.
- **Grow:** Graduates will demonstrate the ability to create value and adapt to changing circumstances.

The program's learning outcomes are generally aligned with students' career goals, with 80% of respondents agreeing that the curriculum supports their aspirations (Appendix C). Students appreciate the program's practical focus, particularly in developing critical thinking, leadership, and marketing skills, highlighting its real-world applicability. However, some students noted that the curriculum could benefit from a stronger emphasis on digital marketing, e-commerce, and concrete business skills, indicating a need for updates to keep pace with evolving industry requirements. Administrative data supports the program's relevance, with 92% of graduates expressing satisfaction with their education and the program consistently meeting or exceeding Ministry targets for quality and usefulness (Appendix D).

Alumni and Sector feedback further underscores the program's relevance, emphasizing its hands-on approach and focus on real-world applications. A significant portion of alumni (60%) felt the program helped them create growth opportunities and adapt to changing circumstances, praising the practical projects and connections to real businesses (Appendix E), and respondents of the Sector survey noted graduates have strong business ~~acumen~~, acumen but may be ~~surprised~~ surprised with how messy real-life challenges are in the workplace (Appendix H). A few gaps in areas such as business planning, project management, digital tools, and AI were identified by the Sector Survey (Appendix H), suggesting that while the program effectively prepares students for the industry, there is room for enhancement in specific sectors. Faculty similarly believe in the program's relevance, with unanimous agreement that it equips students to create value and growth opportunities. Nonetheless, faculty also identified the need for curriculum updates, particularly in integrating AI and technology, to maintain the program's competitiveness and relevance in the fast-evolving business landscape.

Does the program have the connections to the discipline/sector needed to remain current?

The Entrepreneurial Leadership program maintains some connections with industry, offering work-integrated learning opportunities such as co-op placements (experienced by 44% of student respondents) and practical course projects relevant to industry partners (67%) (Appendix C). However, only 66% of students feel that their instructors are fully up-to-date with current field developments (Appendix C). There is a clear demand for more community events, start-up accelerators, and direct engagements with industry professionals, indicating that strengthening these connections could enhance the program's relevance and better prepare students for their careers.

88% of Sector respondents indicated they are satisfied with opportunities to connect with the program, with 100% open to engaging in projects in the future (Appendix H). [Alumni](#) feedback similarly reflects positive (but not outstanding) industry engagement, with 70% (Appendix E) agreeing that the program helped them build connections with potential employers. However, there is a desire for more robust networking and mentorship opportunities, including organized alumni events, mentoring programs, and an online platform for alumni to connect. Faculty also highlight the need for stronger industry ties, particularly through greater involvement of professionals in the program and a focus on practical aspects like implementation and securing financing for ventures. While the program does offer some real-world applications through the courses and through the Melville Business Strategy Internship program discussed in section two, expanding industry involvement could further align the curriculum with current market needs and enhance overall program impact.

Does the program include appropriate Indigenous content?

None of the survey results indicated if there are appropriate levels of indigenous content in the ENTR program, as the question(s) were not asked. This is an area that can and should improve. Decolonizing and indigenizing the ENTR program will involve integrating Indigenous knowledge systems, values, and perspectives into the curriculum while dismantling colonial narratives. This can include incorporating teachings from local Elders, Knowledge Keepers, and Indigenous entrepreneurs to provide culturally grounded insights into leadership and business practices. The curriculum should be updated to emphasize relational and holistic approaches, such as the importance of community well-being, environmental stewardship, and reciprocity, alongside conventional business strategies. Embedding land-based learning and Indigenous methodologies, like storytelling and collaborative decision-making, fosters inclusivity and respect for diverse worldviews will be incorporated. Additionally, creating space for students to explore Indigenous legal and governance frameworks and supporting Indigenous-led case studies and partnerships with Indigenous businesses can further enrich the program and inspire innovative, culturally respectful leadership practices.

Recommendations

Improve indigenization and decolonization: Improve the Indigenization and decolonization of entrepreneurial leadership curriculum by incorporating land-based learning, storytelling, and community-defined success. Partner with Indigenous entrepreneurs and knowledge keepers [ensures will ensure](#) teachings are culturally grounded, reciprocal, and reflect diverse Indigenous economies in the course content and examples.

3.2. Faculty Qualifications and Currency

What is the collective expertise available to deliver the program?

The collective expertise of the faculty members in the Entrepreneurial Leadership Program is extensive and diverse. Faculty members come from various business backgrounds, bringing practical, real-world experience into the classroom. [All faculty members have master's degrees in in Business and several have doctoral degrees.](#) Many faculty members have been, or are currently, involved in [starting](#) businesses or entrepreneurial ventures, which enhances the program's practical application ([noted in](#) both alumni and faculty surveys). [Several faculty have also been involved in starting nonprofit organizations, our board members for nonprofits and social organizations, and several have taught. Internationally. As well as represented. The Melville School of Business and the Entrepreneurial Leadership department at](#)

[international conferences](#). Additionally, ~~faculty members are noted in in~~ the student and faculty surveys ~~to, it is noted faculty~~ use innovative pedagogies, such as experiential learning, student-centered approaches, and ungrading systems, making the program dynamic and hands-on.

Collectively, does the department have the expertise needed to deliver the curriculum?

Based on the survey results, the department has the expertise needed to deliver the curriculum, but there are areas for growth. Both the alumni and faculty surveys noted that Faculty members are generally well-qualified, with strong backgrounds in entrepreneurship, leadership, and business management; however, some faculty noted that the program could benefit from additional expertise in emerging areas such as artificial intelligence, technology, and digital business tools. Faculty also suggested the need for better alignment in teaching methods and clearer prerequisites for advanced courses, indicating that while the department has the foundational expertise, some enhancements in curriculum focus and delivery would further strengthen the program.

The Qualifications and Currency Profile is presented in Appendix F.

3.3. Student Demand

Who takes the program?

Administrative data and feedback suggest that the Entrepreneurial Leadership program primarily attracts younger students (22 years or younger), with a smaller proportion of women compared to the broader School of Business, and approximately 22% of students are international (Appendix D). Student feedback reveals that many are career-focused, with 73% of respondents having completed more than 60 credits, demonstrating a significant commitment to the program. Students enroll for various reasons: 40% to prepare for specific careers, 27% to enhance job prospects and earning potential, and 20% to pursue entrepreneurial ambitions (Appendix C). This diverse set of motivations reflects the program's appeal to those seeking practical skills in entrepreneurship and leadership.

Alumni data aligns with this profile, showing that graduates come from various cohorts between 2018 and 2023, with notable completion rates in 2020 and 2023. Alumni have pursued a range of careers, including roles as Business Owners, Project Managers, Finance Managers, and Directors of Operations, illustrating the program's success in preparing students for leadership positions across different sectors. Faculty observations further emphasize that students are primarily drawn to the program for its focus on entrepreneurship and leadership development. Faculty highlight that the curriculum fosters practical business skills, emotional and social intelligence, and critical thinking, equipping students for entrepreneurial and managerial roles. This shared perspective among students, alumni, and faculty underscores the program's role in shaping future business leaders.

Is demand for the program sustainable?

The demand for the program appears somewhat sustainable, though there are notable concerns about student engagement and course availability that could affect future enrollment. Students value the practical application of industry skills, particularly in entrepreneurship and leadership, but 53% expressed some level of dissatisfaction with the range of courses offered each term (Appendix C). The low survey response rate of 15% among students may indicate limited engagement, suggesting a need for the program to strengthen its connection with its student body (Appendix C). Addressing these concerns

through enhanced course offerings and a focus on relevant, practical skills could help maintain or boost demand. Alumni feedback aligns with this perspective, showing stable demand but highlighting areas for improvement. While alumni generally feel well-prepared for real-world applications, gaps in project management and digital skills were noted, pointing to potential curriculum updates that could better meet market expectations and support sustained interest.

Faculty echoed the need for curriculum updates to keep the program relevant, expressing concerns that without integrating technology, innovation, and clearer distinctions between entrepreneurship and corporate paths, the program may struggle to maintain its appeal. Some faculty members and Sector respondents suggested including emerging areas such as artificial intelligence and creative entrepreneurship to better align the curriculum with industry trends. While the Administrative data paints a concerning picture, with a 38% decline in student headcount over the past five years, it's important to note it does not include the most recent enrolment numbers from Summer and Fall 2024, which are impacted by the federal government's restrictions to international student study permits (Appendix D):

Table 1: Fall term Demand for Seats filled plus Waitlists ¹		
	MSB	ENTR
Fall 2023	20,542	1,028
Fall 2024	15,437	888
% decline	-25%	-14%

Table 2: Summer term Demand for Seats filled plus Waitlists (ibid)		
	MSB	ENTR
Summer 2023	18,789	1,041
Summer 2024	14,934	880
% decline	-21%	-15%

The Administrative data in Table 3 (from the enrolment dashboard, not included in the administrative data) and in the appendix show how the Melville School of Business growth has been driven by growth in international students which increased 28% and domestic students declined by 16%) between 2018 and 2023.

Table 3: Melville School of Business Student change from 2018 – 2023

	# international	# domestic	TOTAL
2018	2926	3566	6492
2023	3744	2997	6741

Fortunately, the ENTR program has had the lowest exposure to international student declines as it has the highest percentage of domestic students in the MSB portfolio of degree programs, and as a result the decrease in demand due to the federal policy changes has been less than the decreased demand for MSB courses overall.

¹

<https://app.powerbi.com/groups/me/apps/b60bda1b-1ab0-46f0-a090-4463508b8429/reports/d84773a6-0383-47f7-82dc-a14b82632ce6/ReportSection87dd15f00488a7ba08c4?redirectedFromSignup=1&experience=power-bi>

One area of concern is the changing demands from students for program durations. According to the MSB, students want more flexible offerings rather than four-year degrees. Because the ENTR program is only offered as a four-year degree at this time, the potential to offer more flexible, stackable credentials should be explored.

Does the program have the capacity to meet demand?

Capacity constraints appear to be a significant challenge for the program, impacting both current students and alumni. Students report delays in graduation due to limited course availability each term, compounded by issues with prerequisite requirements and access to needed courses. These bottlenecks suggest the program may be struggling to efficiently meet existing demand. Alumni echoed similar concerns, particularly around course scheduling, which poses difficulties for students who are balancing work and study. Additionally, some alumni felt that the program's structure was too "siloe," with courses lacking integration, which further complicated their learning experience. Addressing these issues through improved marketing and information sessions, scheduling flexibility, cohesive course integration, and better alignment of prerequisites could help the program better meet student needs.

Faculty feedback reinforces these concerns, particularly around the program's ability to handle demand for upper-level courses, in both the ENTR stream and the Business Education Framework overall. Faculty noted that students often lack adequate preparation for advanced coursework, highlighting the need for clearer prerequisites and better business education foundational training. They also suggested that the curriculum could benefit from a stronger focus on practical implementation and detailed business planning, indicating potential areas for refinement in course content. Administrative data further underscores these capacity issues, with frequent waitlists for core courses like ENTR 1100, ENTR 1200, and ENTR 3110. This unmet demand points to a pressing need for expanding capacity, particularly in key courses that are critical for student progression.

Does the program have effective outreach to ensure demand?

Outreach appears to be a crucial area for improvement across the program. Students recognize the practical relevance of the curriculum but feel that there is a lack of work-integrated learning opportunities, such as co-op placements and applied projects, which are vital for connecting classroom learning with real-world business environments. Enhancing community ties and expanding these opportunities could not only improve the student experience but also boost program demand. Similarly, alumni feedback suggests that while some outreach exists, there is room for growth in engaging with the industry. 70% of alumni felt that the program effectively helped them build connections, and many called for more career fairs, better marketing, and alumni networking events (Appendix E). Increasing networking opportunities and continuing to build on the new Melville School of Business mentorship program could further enhance the program's appeal and its ability to attract and retain students.

Although faculty did not directly address outreach in their feedback, they emphasized the need for greater industry involvement and engagement, highlighting another potential area for development. Faculty support the idea of building deeper connections with the community and integrating more entrepreneurial projects that address community needs, as well as establishing an entrepreneurial student club or group which could serve to attract more students and provide valuable real-world experiences and a sense of community among the students in the program. Overall, a stronger focus on outreach—through expanded industry connections, increased networking opportunities, and enhanced community engagement—could significantly strengthen the program's ability to maintain and grow student interest.

Recommendations

1. Enhance industry engagement: Build stronger connections with industry professionals and organizations through guest speakers, mentorship programs, and internships. This will ensure the curriculum stays aligned with current industry needs and increases student networking opportunities.
2. Increase focus on social entrepreneurship: Continue to build on the program's strength in social entrepreneurship and responsible business practices, as this area aligns well with global trends and could attract socially-conscious students.
3. Offer flexible scheduling and course availability: Address concerns about course availability and flexibility, particularly for working students, by offering more hybrid and evening classes, and improving the sequencing of courses.
4. Develop shorter and more flexible citations, certificates, stackable credentials, and a minor in entrepreneurship to attract students seeking flexibility.

While faculty noted the potential value of integrating teaching methods, this is something that is currently being worked on through the ENTR department meetings.

Recommendations

1. ~~Expand experiential and applied learning methods: Focus more on applied, project-based learning that engages students in real-world business scenarios, further developing their critical thinking and problem-solving skills.~~
2. ~~Improve assessment practices: Ensure consistent assessment standards across courses while continuing to use diverse evaluation methods that allow students to demonstrate their skills and knowledge~~
3. ~~Increase online (synchronous and asynchronous) offerings to align with student demands~~

4. Effectiveness of Instructional Delivery

4.1. Instructional Design and Delivery of Curriculum

Are appropriate opportunities provided to help students acquire the PLOs?

Administrative data indicates the program performs well in helping students develop key skills such as critical thinking, problem-solving, and working effectively with others, meeting or exceeding Ministry benchmarks in all areas.

Faculty responses indicate the program offers enough opportunities for students to acquire PLOs, although there is room for improvement. For example, 77% of faculty agreed that students are developing the ability to create growth and improvement opportunities, while 62% felt the program could improve in helping students marshal resources effectively (Appendix G). Overall, the opportunities exist, but better preparation and focus on practical implementation could enhance students' achievement of PLOs.

Are appropriate experiential learning opportunities provided to help student acquire the learning outcomes?

The program includes extensive experiential learning opportunities in nearly every course, with activities ranging from industry projects, student-led initiatives, case studies, and simulations. Both faculty and Alumni noted that students benefit from hands-on experiences like working with real businesses, engaging in group projects, and participating in live activities that develop social and emotional skills. However, some faculty suggested that more industry involvement and community projects could improve experiential learning.

Are appropriate opportunities provided to help students acquire the essential skills?

The program provides opportunities for students to acquire essential skills. For example, 92% of faculty felt students were developing speaking skills effectively, while 69% believed students were learning to write clearly and concisely (Appendix G). Faculty also noted there are opportunities to develop skills like critical thinking and teamwork, but improvements are needed in areas like writing and problem-solving.

Does the program design ensure students are prepared for subsequent courses?

Faculty responses indicate that preparation for subsequent courses is inconsistent. Only 15% of faculty strongly agreed that the program's Business Education Framework prerequisites adequately prepare students for advanced courses in third and fourth year, while 23% somewhat disagreed (Appendix G). Some faculty expressed concerns about students struggling in upper-level courses and the need for clearer prerequisites. This suggests the design could be refined to better prepare students for progression through the program.

Does instruction meet the needs of diverse learners?

Instruction generally meets the needs of diverse learners. Faculty noted that multiple learning modalities are accommodated, with 69% strongly agreeing that the program effectively supports different learning styles (Appendix G). Faculty noted the program also uses alternative assessment methods and is student-centered, allowing for a variety of instructional approaches. [No other survey data or responses were available to support answering this question.](#)

Do the assessment methods allow students to demonstrate to what extent they have achieved the learning outcomes?

Assessment methods are considered effective in aligning with program learning outcomes. 62% of faculty strongly agreed that assessment methods align with the PLOs, and 85% felt that students receive clear information on how they will be evaluated (Appendix G). Faculty also noted that a range of assessment types is used, allowing students to demonstrate their learning, though some suggested more consistency in standards across courses.

Recommendations

- ~~1. Enhance industry engagement: Build stronger connections with industry professionals and organizations through guest speakers, mentorship programs, and internships. This will ensure the curriculum stays aligned with current industry needs and increases student networking opportunities.~~
- ~~2. Increase focus on social entrepreneurship: Continue to build on the program's strength in social entrepreneurship and responsible business practices, as this area aligns well with global trends and could attract socially-conscious students.~~
- ~~3. Offer flexible scheduling and course availability: Address concerns about course availability and flexibility, particularly for working students, by offering more hybrid and evening classes, and improving the sequencing of courses.~~
- ~~4. Develop shorter and more flexible citations, certificates, stackable credentials, and a minor in entrepreneurship to attract students seeking flexibility.~~

Recommendations

1. Expand experiential and applied learning methods: Focus more on applied, project-based learning that engages students in real-world business scenarios, further developing their critical thinking and problem-solving skills.
2. Improve assessment practices: Ensure consistent assessment standards across courses while continuing to use diverse evaluation methods that allow students to demonstrate their skills and knowledge
3. Increase online (synchronous and asynchronous) offerings to align with student demands

4.2. Student Success

Are students performing satisfactorily in courses?

Administrative data indicates most students are performing well, with a satisfactory grade distribution comparable to other School of Business courses. Faculty responses indicate mixed perceptions regarding student performance. Some faculty noted that students struggle in upper-level courses, particularly when they lack proper foundational knowledge due to inadequate prerequisites; however, the use of innovative teaching methods and hands-on learning approaches generally supports student engagement and success. Faculty expressed concerns about the caliber of students in the earlier years, with some finding it difficult to maintain engagement in the first two years of the program. Overall, while students are performing satisfactorily in many cases, there is room for improvement in their preparation for more advanced coursework.

Are students making satisfactory progress in the program?

Student progress through the program appears to be inconsistent. Administrative data [for registration and graduation rates across programs available through the KPU PowerBI site](#) indicates the number of program graduates has decreased over recent years, indicating potential issues with student progression; however, this is likely a [latedelayed](#) effect of the previous program structure and offering [as it takes years for a revised four-year program to demonstrate success with graduate rates](#). Faculty expressed concerns that students struggle with progression between courses, particularly due to gaps in prerequisite preparation. Only 15% of faculty strongly agreed that students are adequately prepared for subsequent course (Appendix G-~~5~~). Additionally, there is feedback suggesting that students are not always well-prepared for the more advanced demands of upper-level courses, leading to slower or less consistent progress.

Are graduates of the program successful?

Yes, graduates are generally successful in applying what they have learned. Administrative data points to graduates have a low unemployment rate of 7.1%, with 89% employed, and 75% working in a related field, demonstrating strong post-graduation outcomes (Appendix D). Alumni surveys indicated that 74% of graduates are employed in fields related to what they studied, and many reported applying their skills in leadership, entrepreneurship, and business management roles (Appendix E). Faculty and alumni indicated the program equips students with essential skills for career success, although there were suggestions for more industry engagement and real-world applications to further enhance graduates' readiness. Despite some gaps in preparation during the program, graduates seem to perform well in their careers.

Recommendations [\(same as the ones listed above\)](#)

1. Expand experiential and applied learning methods: Focus more on applied, project-based learning that engages students in real-world business scenarios, further developing their critical thinking and problem-solving skills.
2. Improve assessment practices: Ensure consistent assessment standards across courses while continuing to use diverse evaluation methods that allow students to demonstrate their skills and knowledge
3. Increase online (synchronous and asynchronous) offerings to align with student demands

5. Resources, Services, and Facilities

Does the program have the library and learning resources needed to deliver the curriculum?

The program seems to have adequate library resources, though there are areas for improvement. Faculty generally feel that the library provides sufficient online resources like journal articles, with 31% rating them "very well" and 46% "extremely well" (Appendix G). However, resources such as study guides and DVDs/streaming videos were rated lower, with many faculty reporting that they either don't use or rate these resources as less effective. The availability of books and eBooks also received moderate scores, indicating room for improvement in these areas.

Does the program have the specialized technology needed to deliver the curriculum?

Given the program's nature, specialized technology isn't required now, and while the program's specialized technology support seems limited, it is unlikely to have a significant impact on the learning experience. Faculty indicated that audio-visual and computer equipment are only somewhat available, with 23% (Appendix G) stating it is provided "very well", but 62% (Appendix G) had not used these resources. Additionally, some faculty expressed a desire for more integration of modern technology, such as AI and other innovative digital tools, to keep the curriculum relevant. This suggests that while basic technology is available, more specialized technology may be helpful to support the curriculum.

Does the program have the facilities needed to deliver the curriculum?

Faculty noted issues with classroom facilities for face-to-face classes. They expressed frustration with the layout of rooms, mentioning that there are too many tables and limited flexibility in how the rooms can be set up, which can hinder active and engaging instructional approaches. Faculty also suggested improvements such as more whiteboards and screens to enhance interactive learning. Overall, while the facilities meet basic needs, enhancements would be beneficial to optimize them for the program's teaching methods.

Does the program have the other support services needed to deliver the curriculum?

The program offers some support services, but several areas could be strengthened. Career services and advising services were rated as less effective by many faculty and students, with 69% of faculty, and 47% of students reporting that career services were either not used, or were only somewhat effective (Appendices G & C). Accessibility services and the Learning Centre received more positive feedback, with faculty feeling these services are better suited to support the students in the program.

Recommendations

While not in control of the ENTR program, it should be noted the following recommendations follow the feedback received from faculty and students:

1. Upgrade classroom facilities for face-to-face delivery: Improve the flexibility of classroom layouts to better support active learning. This includes adding more whiteboards, screens, a case room with hyflex technology, and flexible seating arrangements to facilitate collaboration and interaction.
2. Invest in specialized technology: Provide access to modern business technologies such as AI tools, digital marketing platforms, and cloud-based software to better support curriculum delivery.
3. Enhance career services: Strengthen career services by offering more job placement assistance, networking events, student success coaches and mentorship programs to help students transition from the program to relevant careers.
4. Connect more effectively with library and online resources: Recommend expanding the availability of eBooks, digital journals, and business-related streaming content to support students' research and learning needs

6. Conclusions and Recommendations

6.1. Summary of Program's strengths, weaknesses, opportunities, and challenges

Strengths

- Real-world experience: Faculty and alumni consistently emphasize the program's focus on practical, hands-on learning. Students engage with real businesses, developing valuable critical thinking, leadership, and entrepreneurial skills.
- Diverse and experienced faculty: The program benefits from a faculty with practical industry experience and a wide range of expertise in business, leadership, and entrepreneurship.
- Innovative teaching approaches: The program uses student-centered teaching methods, including experiential learning, ungrading, and diverse assessment techniques that help cater to different learning styles.
- Global focus and social entrepreneurship: The curriculum integrates social entrepreneurship and emphasizes the importance of global goals, preparing students to approach business with a socially responsible mindset.

Weaknesses

- Inconsistent student preparation: Faculty noted that students, particularly in upper-level courses, often lack the necessary preparation due to gaps in prerequisite requirements and course alignment.
- Technology limitations: There is a need for more specialized technology and tools, such as AI integration and modern business tools (e.g., digital marketing, CRM systems), to keep the curriculum current.
- Limited course offerings and scheduling flexibility: Some faculty and students have pointed out inflexibility in course scheduling, which can delay student progress and graduation.
- ~~Face-to-Face~~In-person class facilities and resources: Faculty expressed concerns about the classroom layout and the lack of modern tools (e.g., whiteboards, projectors), which hinder interactive learning.

Opportunities

- Curriculum updates: There is an opportunity to update the curriculum to include emerging fields like artificial intelligence, digital marketing, and advanced business technology to maintain relevance in the evolving business landscape.
- Stronger industry ties: Faculty suggested that the program could benefit from building stronger connections with industry, offering more experiential learning and community-based projects. This would enhance networking opportunities and better prepare students for their careers.
- Enhanced outreach and alumni engagement: Alumni feedback suggests opportunities to improve outreach through career fairs, entrepreneurial student club, alumni networking events, and mentorship programs, which could strengthen the program's reputation and demand.

Challenges

- Student engagement and performance: Maintaining student performance and engagement in the early years of the program, especially in building foundational skills for upper-level courses, remains a challenge

- Outdated resources and support services: Some library resources and career services are underutilized or insufficient, which impacts student preparation and overall learning outcomes.
- Adapting to student needs: Balancing the flexibility of course delivery (e.g., in-person vs. online) and adapting teaching methods to meet the diverse needs of students can be difficult.

6.2. Recommendations

Curriculum Review

- Update curriculum content: Incorporate more modern business tools and emerging technologies, such as artificial intelligence, digital marketing, CRM systems, and social media to keep the program relevant to the evolving business landscape.
- Consider adding prerequisites (or suggested prerequisites) for upper-level courses: Strengthen the program structure by ensuring that foundational courses adequately prepare students for advanced courses. This can address the gap in student preparation for upper-level challenges.
- Integrate more experiential learning/entrepreneurial applications: Expand the curriculum to focus on the development and implementation of business plans, securing financing, and other real-world applications of entrepreneurship.
- Integrate pitching business concepts and solving problems for non-profit organizations
- Improve indigenization and decolonization: Improve the Indigenization and decolonization of entrepreneurial leadership curriculum by incorporating land-based learning, storytelling, and community-defined success. Partner with Indigenous entrepreneurs and knowledge keepers ensures teachings are culturally grounded, reciprocal, and reflect diverse Indigenous economies in the course content and examples.
- Differentiate between intra- and entrepreneurship: Develop more distinct pathways within the program for students pursuing corporate careers versus those interested in start-ups or nonprofit.
- During program revision stage, the program will do a thorough analysis of gaps, redundancies and misalignments resulting from the IDA process in the curriculum map and make adjustments to curriculum as required.

Program Relevance and Student Demand

- Enhance industry engagement: Build stronger connections with industry professionals and organizations through guest speakers, mentorship programs, and internships. This will ensure the curriculum stays aligned with current industry needs and increases student networking opportunities.
- Increase focus on social entrepreneurship: Continue to build on the program's strength in social entrepreneurship and responsible business practices, as this area aligns well with global trends and could attract socially-conscious students.
- Offer flexible scheduling and course availability: Address concerns about course availability and flexibility, particularly for working students, by offering more hybrid and evening classes, and improving the sequencing of courses.

- Develop shorter and more flexible citations, certificates, stackable credentials, and a minor in entrepreneurship to attract students seeking flexibility.

Effectiveness of Instructional Delivery

- Expand experiential and applied learning methods: Focus more on applied, project-based learning that engages students in real-world business scenarios, further developing their critical thinking and problem-solving skills.
- Improve assessment practices: Ensure consistent assessment standards across courses while continuing to use diverse evaluation methods that allow students to demonstrate their skills and knowledge
- Increase online (synchronous and asynchronous) offerings to align with student demands

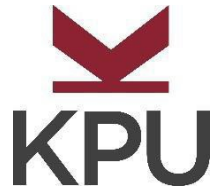
Resources, Services and Facilities

While not within the control or scope of the ENTR program, it will ~~share the~~[advocate for the following based on](#) feedback from faculty and students~~regarding the following~~:

- Upgrade classroom facilities for face-to-face delivery: Improve the flexibility of classroom layouts to better support active learning. This includes adding more whiteboards, screens, a case room with hyflex technology, and flexible seating arrangements to facilitate collaboration and interaction.
- Invest in specialized technology: Provide access to modern business technologies such as AI tools, digital marketing platforms, and cloud-based software to better support curriculum delivery.
- Enhance career services: Strengthen career services by offering more job placement assistance, networking events, student success coaches and mentorship programs to help students transition from the program to relevant careers.
- Connect more effectively with library and online resources: Recommend expanding the availability of eBooks, digital journals, and business-related streaming content to support students' research and learning needs

7. Appendices

Appendices are provided in separate document.



**BACHELOR OF BUSINESS
ADMINISTRATION IN ENTREPRENEURIAL
LEADERSHIP
SELF-STUDY REPORT
APPENDICES**

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Appendix A: Career Pathways Map

Career Pathways Overview

Pathway	Description	Example Roles/Opportunities
Entrepreneurship	Starting or joining startups, leveraging skills to build ventures.	Business Owner, Startup Founder
Small Business Management	Overseeing small enterprises, ensuring operational success.	Small Business Manager, Operations Manager
Management Consulting	Providing strategic advice and solutions to businesses.	Management Consultant, Business Analyst
Venture Capital & Private Equity	Evaluating investment opportunities and guiding portfolio companies.	Investment Analyst, Venture Capital Associate
Nonprofit & Social Entrepreneurship	Applying business principles to address social challenges.	Nonprofit Manager, Social Entrepreneur
Government & Economic Development	Supporting entrepreneurship initiatives and economic growth.	Economic Development Officer, Policy Advisor
Further Study	Pursuing advanced degrees or certifications to enhance career prospects.	MBA, MSM, PhD, Professional Certifications
Civic Engagement & Advocacy	Participating in community organizations and policy advocacy.	Community Organizer, Policy Advocate
Personal & Professional Development	Continuing education, networking, and leadership opportunities.	Workshop Attendee, Industry Mentor
Health & Wellness	Maintaining work-life balance through wellness and recreation.	Fitness Enthusiast, Mindfulness Practitioner
Arts & Creativity	Exploring hobbies and creative pursuits for enrichment.	Artist, Musician, Writer
Social Entrepreneurship & Philanthropy	Creating or supporting ventures aligned with personal values.	Social Entrepreneur, Philanthropist

Appendix B: Curriculum Mapping

I = Introduced; D = developing; A = advanced		PLO #1 Know Thyself	PLO #2 Create Opportunities	PLO #3 Mobilize	PLO #4 Grow	R	R
ENTR1100	1	Define their entrepreneurial identity and identify entrepreneurial role models/influencers in their chosen area of interest	I				
	2	Research and analyse information from a wide variety of sources and disciplines to identify their entrepreneurial areas of interest and understand their worldview	I	I			
	3	Identify areas for personal entrepreneurial development and establish a development plan for their program study	I	I	I		
	4	Evaluate a variety of organizations to determine the degree to which they are creating sustainable social, environmental and economic value in relation to the student's entrepreneurial values	I			I	
ENTR1200	1	Recognize the role of entrepreneurship within society, organizations, and one's personal life	I				
	2	Identify one's own entrepreneurial potential	I	I			
	3	Synthesize, and explain ways to manage, the entrepreneurship process: create opportunities, mobilize resources and grow	I	I	I		
	4	Identify and evaluate the relevance of different types of entrepreneurship including intrapreneurship, social, for-profit, and cross-cultural entrepreneurship	I	I	I	I	
ENTR 2000	1	Identify and practice using tools and techniques for creating community and promoting the entrepreneurial online presence	I	I	I		
	2	Develop a digital strategy for an entrepreneurial venture by embracing risk, failure, and the pursuit of growth & knowledge	I	I	I	I	I
	3	Reflect on how a digital strategy and online presence supports the entrepreneurial identity by building community, authenticity, credibility, and trust	I	I	I		
ENTR2110	1	Predict how values impact organizational action		I		I	
	2	Predict the ways in which different rationalities impact organizational action		I		I	
	3	Predict how power impacts organizational action		I	I		
	4	Clarify how the values and rationalities embedded in their major offer from other disciplines and aligns with their preferred values and rationalities	D	D			
	5	Integrate their understandings of values, rationality, and power to assess complex organizational dilemmas and provide recommendations		I	I	I	I
	6	Reflect on their strengths, and weaknesses affecting their ability to be a positive force of change	D	D			
ENTR2120	1	Identify the different ways attitudes are shaped and the factors that make us receptive to changing them		I		I	
	2	Create practical examples using models of persuasion, influence, and engagement to show how community, relationships, and allyship can successfully support entrepreneurial goals and initiatives		I	I	I	I
	3	Reflect on the themes and strategies entrepreneurs have access to in order to build community, trust, relationships, and allies	I	I	I	I	I
ENTR2200	1	Appreciate the difference and relative value between continuous improvement/change management and true innovation	I	D	D	D	I
	2	Develop personal systems to help them think in innovative ways that will work for them (their strengths, their interests, their industry)	D	D		I	I
ENTR3010	1	Think creatively to identify opportunities for purposeful change that bring value	I	D	D	D	
	2	Reflect upon their entrepreneurial skill set and mindset to identify strengths and gaps as they relate to their entrepreneurial vision	I	D	D	D	
	3	Translate their entrepreneurial opportunity into a practical vision	I	D	D	D	D
	4	Engage in networking of people and ideas to support enacting their vision	I	I	I	D	D
ENTR3100	1	Identify, acquire and use information in order to assess situations appropriately		D		D	
	2	Identify vital facts, primary causes, internal and external factors to address organizational issues		D		D	
	3	Employ qualitative and quantitative organizational analysis to identify and solve business problems		D		D	
	4	Choose relevant metrics for analysis		D		D	
	5	Select and apply the business analysis tools applicable to a specific situation		D		D	
	6	Determine appropriate decision criteria to evaluate possible courses of action		D		D	D
	7	Synthesize learning from previous business study to generate options which address critical issues		D		D	D
	8	Consider the possible effects of recommendations				D	
	9	Defend conclusions with critical analysis and logical reasoning				D	
	10	Manage projects using effective teamwork, time-management and project-management skills		D			
	11	Use technology efficiently and effectively					
	12	Make effective and persuasive presentations in written and oral forms				D	
ENTR3110	1	Prepare a personal plan to help achieve their personal and professional goals	D	A	A		
	2	Prepare a portfolio of personal skills including activity management tools to help fulfil commitments (this includes business negotiations, conflict management and stress management)	D	D			
	3	Apply the theories and concepts of perception, communication, learning and motivation, group dynamics, leadership, organizational theory and design, change management and total quality management		D		D	
	4	Analyze the integration of individual, group and organizational behaviour at work		D		D	
	5	Apply the problem solving and diagnostic model to the workplace			D		
	6	Apply the contingency approach and principles of ethical behaviour throughout the organization			D		
ENTR3120	1	Assess, formulate and implement strategies and techniques to determine costs and prices to maximize profitability for various business strategies		I	D	I	I
	2	Prepare and analyze master budgets, including operating, cash flow and capital budgets	I	I	A	D	D
	3	Prepare segmented reports and analyze profitability		D		I	I
	4	Create and analyze performance metrics					
	5	Discuss and evaluate internal control techniques in various industries					
	6	Select and apply costing systems to control operations and manage resources by using job costing, activity based costing and target costing				I	I
	7	Describe and analyze the distribution of quality costs					
	8	Analyze cost performance and decide which variances to investigate		I	I		D
	9	Prepare analyses for various decision situations and evaluate the acceptability of business investments			I	I	D
	10	Use technology efficiently and effectively. Emphasizing Error				D	I
ENTR3130	1	Manage projects using effective teamwork, time-management and project-management skills	D		D		I
	2	Assess how new technology ventures and/or technology deployment can disrupt mature industries, create social entrepreneurship, or tackle environmental challenges	I	D	D		

APPENDIX C: STUDENT SURVEY

The student survey was sent to 102 ENTR students. A total of 15 students responded. The response rate is 15%.

Note: The data includes open-ended comments. In order to preserve integrity and objectivity, OPA does not do value-judgment editing (i.e. we do not fix spelling errors, syntax issues, punctuation, etc.). Comments are included verbatim – with one exception: if individuals or courses are named, OPA redacts the name of the instructor or course. This rule applies to whether the comment is good, bad or indifferent.

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Who takes the program?

Your Program

1. How many credits have you completed in the Entrepreneurial Leadership program?

#	How many credits have you completed in the Entrepreneurial Leadership program?	Percentage
1	Less than 30 credits	7%
2	Between 30 and 60 credits	20%
3	More than 60 credits	73%
	Total number of respondents	15

Reasons for Taking the Program

2. What was your main reason for enrolling in the Entrepreneurial Leadership program?

#	What was your main reason for enrolling in the Entrepreneurial Leadership program? - Selected Choice	Percentage
1	To prepare for a specific career or job	40%
2	To improve my job prospects and/or earning potential	27%
3	To prepare to transfer to another institution	0%
4	To qualify for graduate studies	13%
5	To qualify for the Post-Graduation Work Permit program	0%
6	Other, please specify	20%
	Total number of respondents	15

Q2.6_TEXT - Other, please specify

develop skills as an entrepreneur

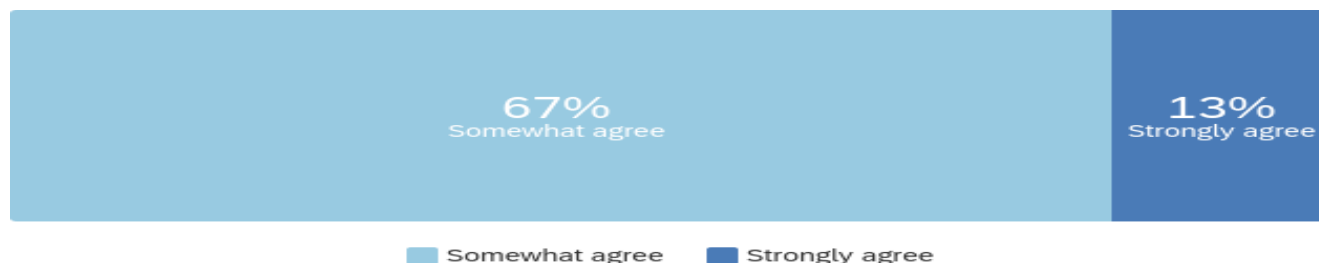
To start a business

To become more successful in the field of business by studying its various aspects

Are the program learning outcomes relevant to the current needs of the discipline/sector?

Program Relevance

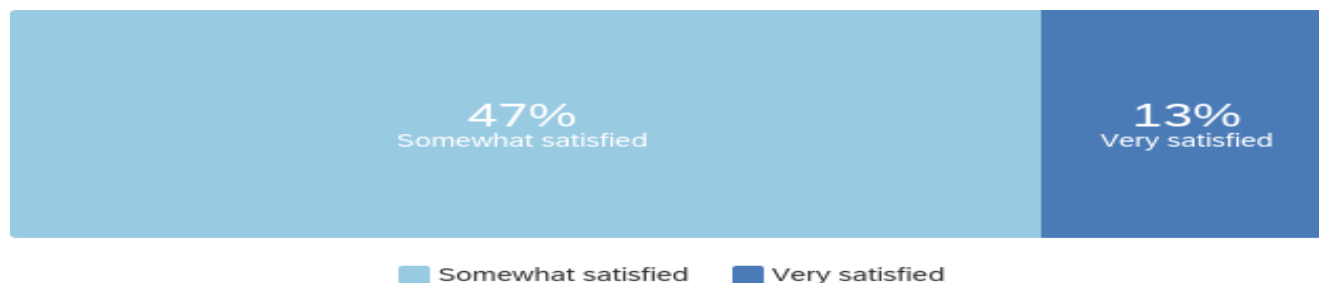
3. Thinking of KPU's Entrepreneurial Leadership program as a whole, to what extent do you agree that the program's curriculum is relevant to your career goals?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Thinking of KPU's Entrepreneurial Leadership program as a whole, to what extent do you agree that the program's curriculum is relevant to your career goals?	Percentage
1	Strongly disagree	7%
2	Somewhat disagree	0%
3	Neither agree nor disagree	13%
4	Somewhat agree	67%
5	Strongly agree	13%
	Total number of respondents	15

4. Overall, how satisfied are you with the curriculum of KPU's Entrepreneurial Leadership program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with the curriculum of KPU's Entrepreneurial Leadership program?	Percentage
1	Very dissatisfied	7%
2	Somewhat dissatisfied	20%
3	Neither satisfied nor dissatisfied	13%
4	Somewhat satisfied	47%
5	Very satisfied	13%
	Total number of respondents	15

5. Thinking of KPU's Entrepreneurial Leadership program's curriculum as a whole, please indicate the strengths of the program.

Communication and social activities.

I like how it teach student the midset of being a leader

It gives us the framework to be able to think critically and also develop visions. The professors are a great asset to this program as they use their own experiences to help give us insight into what the real world problems and solutions are.

The curriculum is very practical and has real life use. Many of the topics I studied have been helpful in my job in marketing.

Specific tools offered that are applicable and industry standard

providing an understanding of how to start a business and how to learn from other existing companies

Smaller classes means teachers can pay more attention to the students. As well, I like how some classes are moving towards a point-grade system, where it doesn't feel like all or nothing in regards to grades.

Group work and exposure to real world businesses and business scenarios

Working with professors like **[Instructor Name Reacted]** has been very helpful

It teaches me the morals and ethics of an entrepreneur so I can learn to lead and make better decisions. I also think the online aspect is good since I can meet people of different backgrounds across the world.

The strengths are that there are more project based learning experiences and less tests, which is better because entrepreneurs in real life will perform more project based critical thinking skills.

It's a real-world applicable program.

6. Thinking of KPU's Entrepreneurial Leadership program's curriculum as a whole, please provide suggestions you have for improvement.

Topics and work material.

Don't think that much accounting were necessary

Can provide more practical knowledge by working with people in the same field. For some professors it'd be good if they give us a reminder whether or not they are conducting a class or not.

I would suggest that the program provide more work experience. For the practicum, we need to find our own company but there is no real background check as into if the companies are real or not. There should be more courses like the practicum that kpu offers and they should also provide companies willing to accept students.

I wish there was more emphasis on ecommerce and digital marketing, as I don't recall having much taught on this.

Flexibility on course availability would increase my ability to attend more course per semester

There are a few courses that I can choose from each term which is delaying my graduation. Also, some courses are very similar and can be reduced or combined.

- More classes with a point grade system. - More online classes for people who have jobs or other responsibilities - Take student's feedback more importantly. I had one class where the teacher was not responding to students in a timely manner and was giving short and somewhat confusing answers. When half the class decided to email someone higher up, the answer was that nothing could be done about a professor's teaching style; however, this went beyond just not liking a teaching style.

Too much group work...every class does not require group work. Especially when taken concurrently, this is an impediment to learning

More things such as start up accelerators and community events

I wish there were more concrete skills I was learning and developing as a person. E.g. I wish there was more courses teaching how to do online business making from scratch since I had to figure out how to run my ventures on my own. The courses supplemented my learning but did not replace what I was doing outside of class.

Course Load is very heavy, Timelines and workloads are almost unrealistic in some classes.

My understanding, and many others who were taking the program, believed that the program was designed to teach students of every aspect of the business world, that is a little bit of everything such as market research, HRM, accounting, international business, and other management courses. The whole idea was to train and teach future entrepreneurs how to manage their own businesses, but I feel that since these topics were not taught, I don't feel quite prepared. In addition, almost all of the courses are the exact same, such as innovation and entr action. I don't feel as if I've learned much from these courses. What I would recommend is taking the main intro (and even advanced) courses for other business programs and include that in the program rather than having similar courses. Primarily marketing, HRM, and management courses. I believe out of all the ENTR courses I've taken so far, the **[Course Name Reacted]** is the most useful course out of all of them. But I believe I won't use or apply almost all of the rest.

The prerequisites are a nightmare for students. It has delayed graduation by over a year, and feels very unfair. Especially in the 3-4 year classes.

7. What topics, if any, are missing from the program?

I don't know.

i think this program covers all topic that are needed for being a leader

Sales Negotiations More work with real companies Better understanding of developing relationships with professionals (how to do a prescreen on individuals to understand them better so you can easily build relations)

Digital marketing and social media marketing courses.

How to become a strategy company in online business.

- Building a website - Social media marketing - Honestly, it would be nice if there was a course available to all students about how to do your own taxes - A whole class about sales and how to sell

AI exposure. Co-op opportunities.

AI, systems, technology

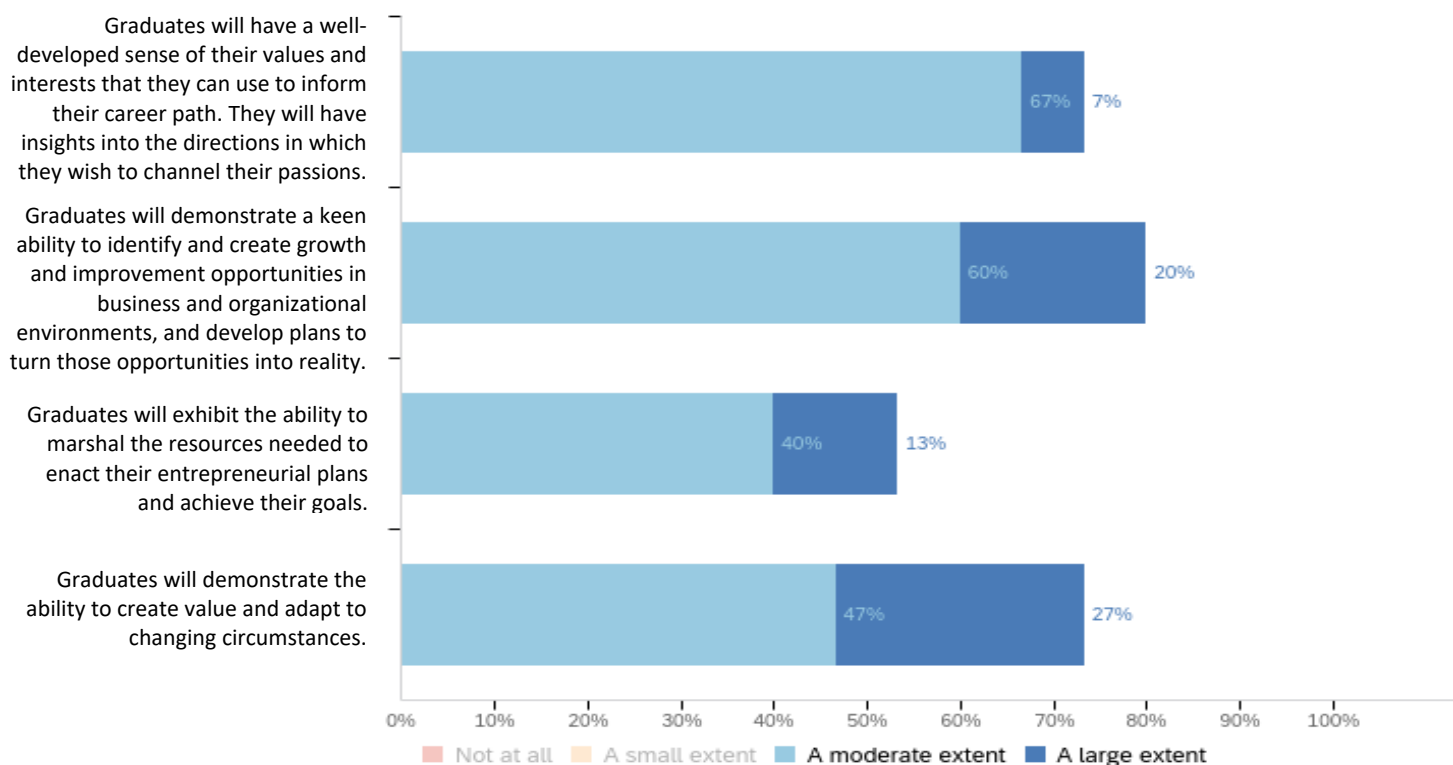
Topics relating to international business, trading and investments, labour Econ, more marketing courses such as consumer behaviour, HRM courses, and other important management courses. I believe that the ENTR program should include EXTENSIVE knowledge pertaining to all the various aspects of the business that can be found on the business model.

QUESTIONS ON CHAPTER 4: EFFECTIVENESS OF INSTRUCTIONAL DELIVERY

Instructional Design and Delivery

Are appropriate opportunities provided to help students acquire the PLOs?

8. Program Learning Outcomes are statements that describe the knowledge and skills students will have upon completion of a program. To what extent are the courses you are taking for KPU's Entrepreneurial Leadership program helping you develop each of the following learning outcomes?

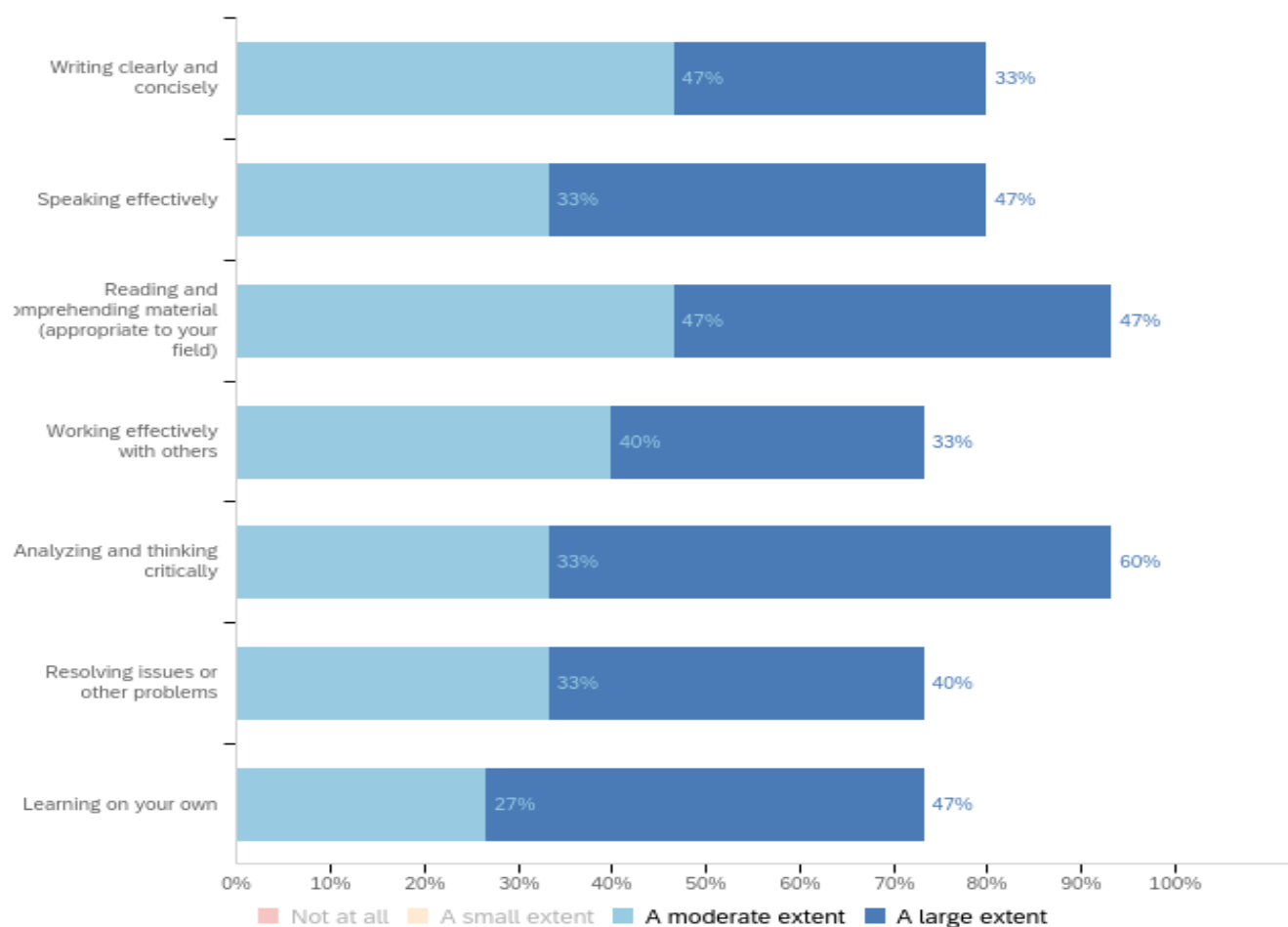


Note that "not at all" and "a small extent" categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the "not at all" and "a small extent" categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Graduates will have a well-developed sense of their values and interests that they can use to inform their career path. They will have insights into the directions in which they wish to channel their passions.	7%	20%	67%	7%	15
2	Graduates will demonstrate a keen ability to identify and create growth and improvement opportunities in business and organizational environments, and develop plans to turn those opportunities into reality.	7%	13%	60%	20%	15
3	Graduates will exhibit the ability to marshal the resources needed to enact their entrepreneurial plans and achieve their goals.	7%	40%	40%	13%	15
4	Graduates will demonstrate the ability to create value and adapt to changing circumstances.	13%	13%	47%	27%	15

Are appropriate opportunities provided to help students acquire the essential skills?

9. To what extent are the courses you are taking for KPU's Entrepreneurial Leadership program helping you develop each of the following essential skills?



Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Writing clearly and concisely	0%	20%	47%	33%	15
2	Speaking effectively	0%	20%	33%	47%	15
3	Reading and comprehending material (appropriate to your field)	0%	7%	47%	47%	15
4	Working effectively with others	0%	27%	40%	33%	15
5	Analyzing and thinking critically	0%	7%	33%	60%	15
6	Resolving issues or other problems	0%	27%	33%	40%	15
7	Learning on your own	0%	27%	27%	47%	15

Are appropriate work-integrated and/or community-engaged learning opportunities provided to help students acquire the learning outcomes?

10. To what extent do you agree that you have sufficient opportunities in the program to reinforce your learning through practical application of this learning?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

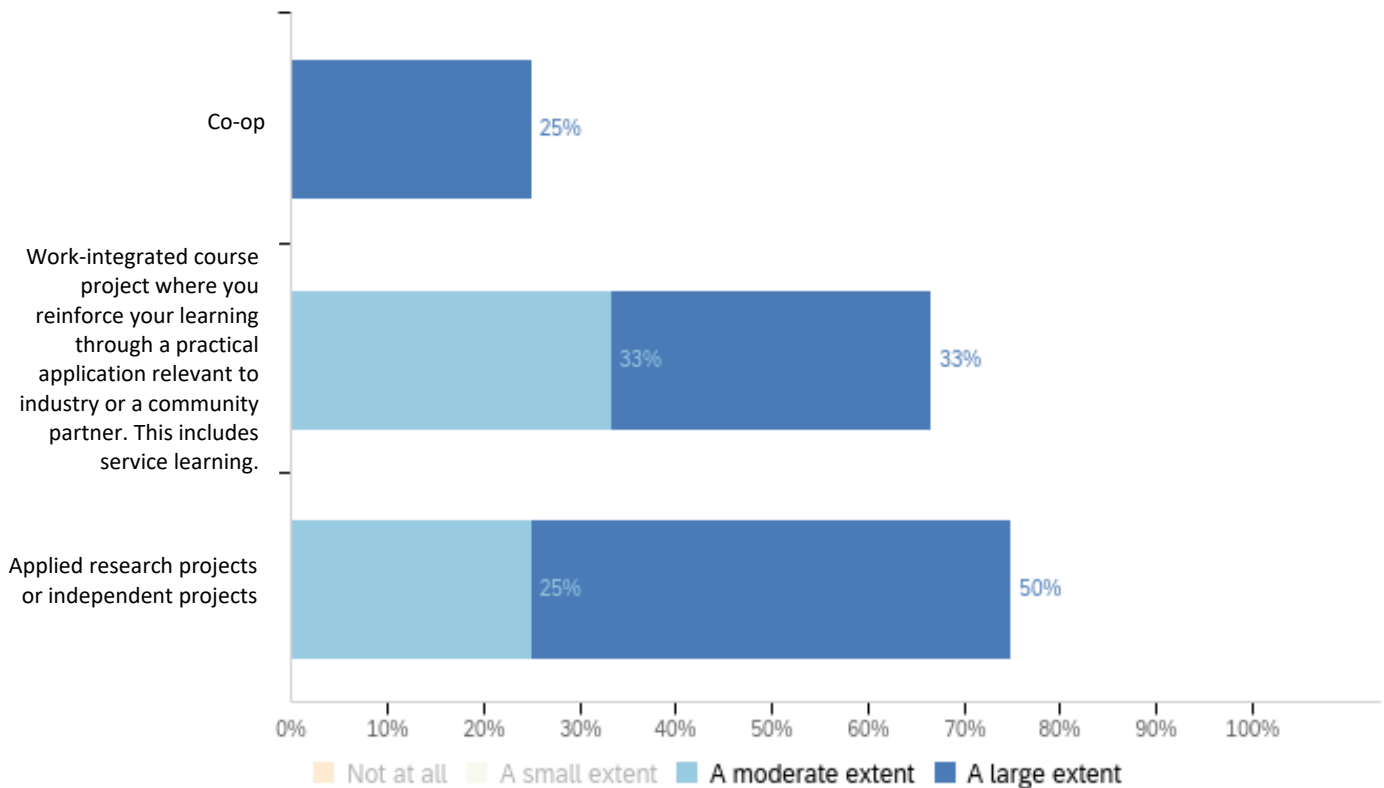
#	To what extent do you agree that you have sufficient opportunities in the program to reinforce your learning through practical application of this learning?	Percentage
1	Strongly disagree	7%
2	Somewhat disagree	20%
3	Neither agree nor disagree	20%
4	Somewhat agree	33%
5	Strongly agree	20%
	Total number of respondents	15

11. Were you involved in any of the following work-integrated and/or community-engaged learning opportunities? Select all that apply.

#	Answer	Percentage	Count
1	Co-op	44%	4
2	Work-integrated course project where you reinforce your learning through a practical application relevant to industry or a community partner. This includes service learning.	67%	6
3	Applied research projects or independent projects	44%	4
	Total number of respondents		9

Note: The last row presents the total number of respondents. The total number of responses for this question is greater than the number of respondents. Therefore, the percentage total exceeds 100%.

12. Indicate the extent the following learning opportunities contributed to your learning.

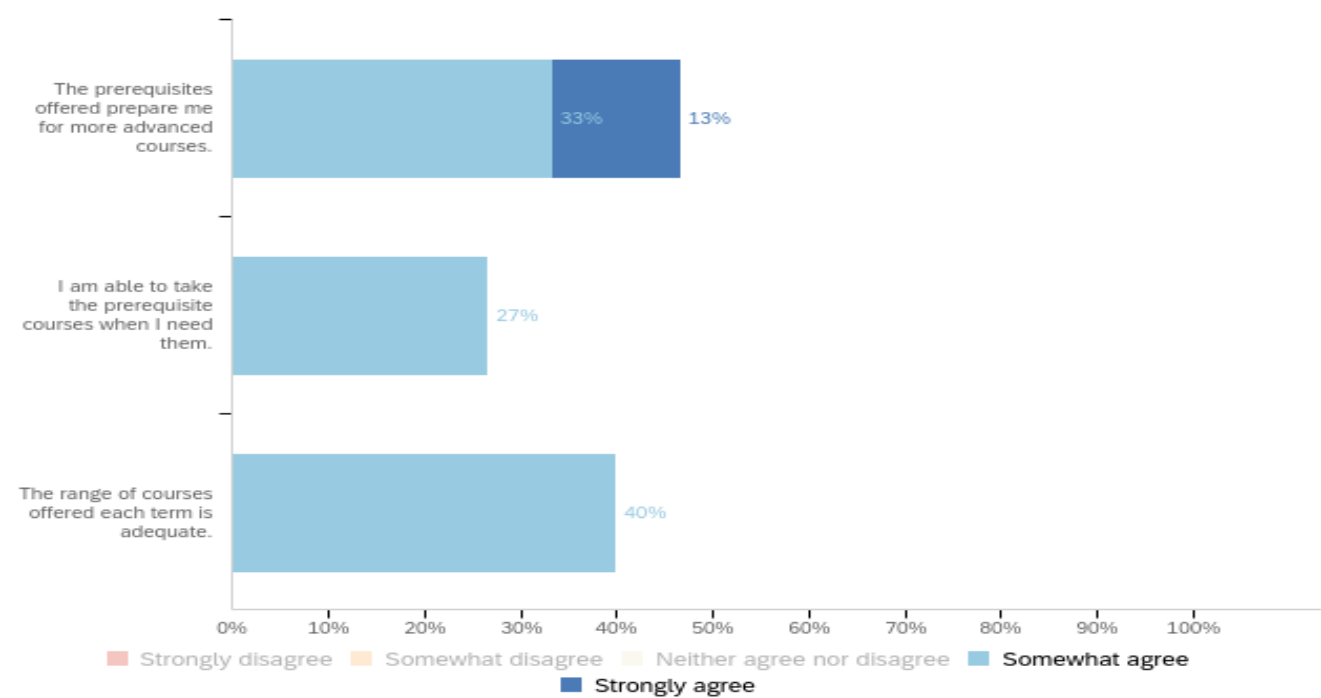


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Co-op	25%	50%	0%	25%	4
2	Work-integrated course project where you reinforce your learning through a practical application relevant to industry or a community partner. This includes service learning.	0%	33%	33%	33%	6
3	Applied research projects or independent projects	0%	25%	25%	50%	4

Does the program design ensure students are prepared for subsequent courses? / Are students making satisfactory progress in the program?

13. Thinking of KPU's Entrepreneurial Leadership program as a whole, please indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	The prerequisites offered prepare me for more advanced courses.	20%	7%	27%	33%	13%	15
2	I am able to take the prerequisite courses when I need them.	13%	33%	27%	27%	0%	15
3	The range of courses offered each term is adequate.	33%	20%	7%	40%	0%	15

14. In a semester, how many of your courses would you want in each of the following delivery types?

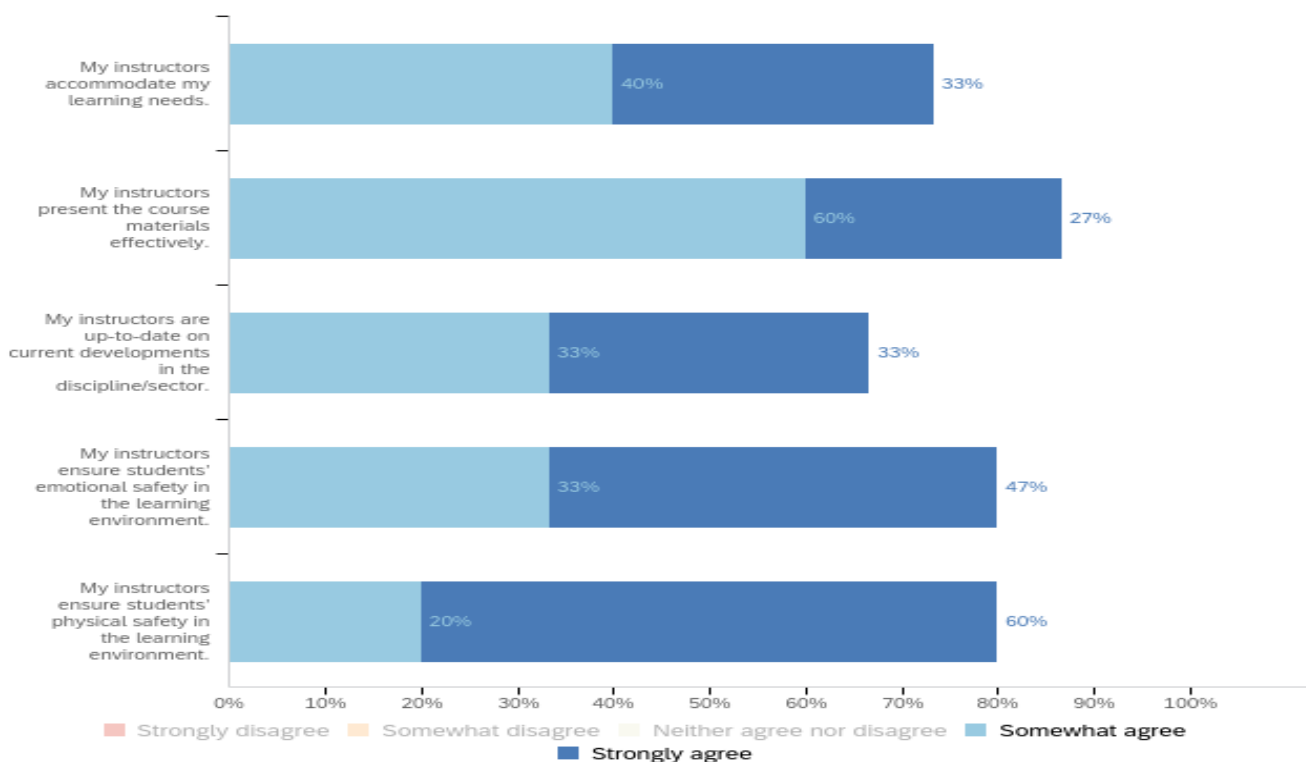
#	Question	None of my courses	Some of my courses	Most of my courses	All of my courses	Total
1	Fully online courses	0%	33%	20%	47%	15
2	Blended courses (course has a mix of on campus and online sessions)	13%	67%	13%	7%	15
3	Fully on-campus courses	53%	27%	13%	7%	15

15. Which of the following online course delivery types would you be interested in? Please select all that apply.

#	Which of the following online course delivery types would you be interested in? Please select all that apply.	Percentage
1	All sessions of the course are synchronous (have to participate at a specific time)	32%
2	All sessions of the course are asynchronous (can participate when I want, as long as I meet deadlines)	29%
3	Course has a mixture of synchronous and asynchronous sessions	36%
4	Don't know	4%
	Total number of respondents	28

Does the instruction meet the needs of diverse learners?

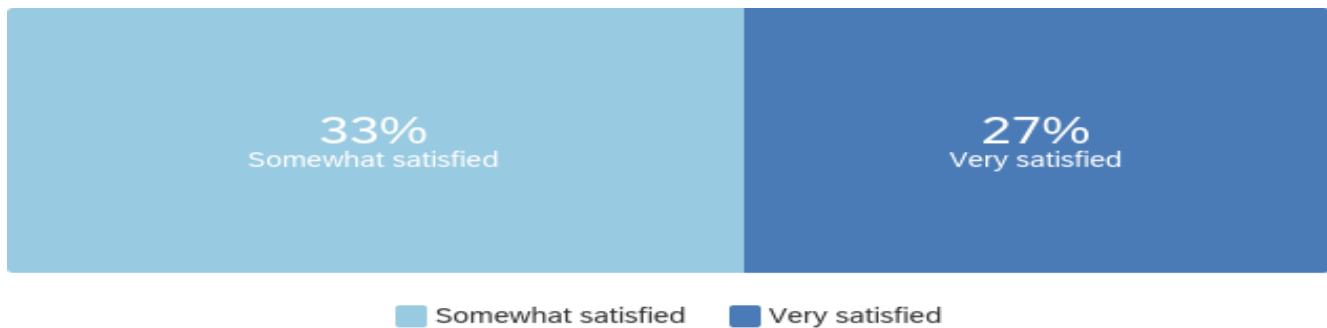
16. Thinking of how the program is delivered, please indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	My instructors accommodate my learning needs.	0%	7%	20%	40%	33%	15
2	My instructors present the course materials effectively.	0%	7%	7%	60%	27%	15
3	My instructors are up-to-date on current developments in the discipline/sector.	0%	20%	13%	33%	33%	15
4	My instructors ensure students' emotional safety in the learning environment.	0%	7%	13%	33%	47%	15
5	My instructors ensure students' physical safety in the learning environment.	0%	0%	20%	20%	60%	15

17. Overall, how satisfied are you with the instruction you have received in KPU's Entrepreneurial Leadership program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with the instruction you have received in KPU's Entrepreneurial Leadership program?	Percentage
1	Very dissatisfied	7%
2	Somewhat dissatisfied	13%
3	Neither satisfied nor dissatisfied	20%
4	Somewhat satisfied	33%
5	Very satisfied	27%
	Total number of respondents	15

18. Thinking of how instruction is delivered across the program as a whole, please indicate the strengths of the program instruction.

overall the instruction were clear

They provide a really good foundation of learning business terms and theories. They have good methods of reinforcing these terms/theories by reintroducing them in classes through the program.

providing a space to make us do critical thinking

- Instructions are usually clear with the course syllabus

Good mix of online and in person classes

Kind and helpful people who encourage us to ask questions.

I like the point system. It allows me to focus more on the actual work rather than the grade.

Flexibility and ability to customize your projects based on your own interests/goals.

19. Thinking of how instruction is delivered across the program as a whole, please provide suggestions you have for improvement in program instruction.

the instruction should be clear from every instructor, they should have a uniformed way of guiding. So that they won't misguide students.

Some have used condescending tones which was discouraging to the point I felt uncomfortable to ask questions in fear of ridicule.

Sometimes the curriculum received at the beginning of the semester was not updated and I sometimes was able to reasonably prepare for the courses.

Most of the synchronous classes have been enjoyable, but the class with **[Instructor Name Redacted]** was the worst class I've ever taken and if that was my first year experience in ENTR, I would strongly reconsider the program.

More community events

Less synchronous group work. Or not semester long group projects.

I would update the course material, as instruction very much relies on this aspect.

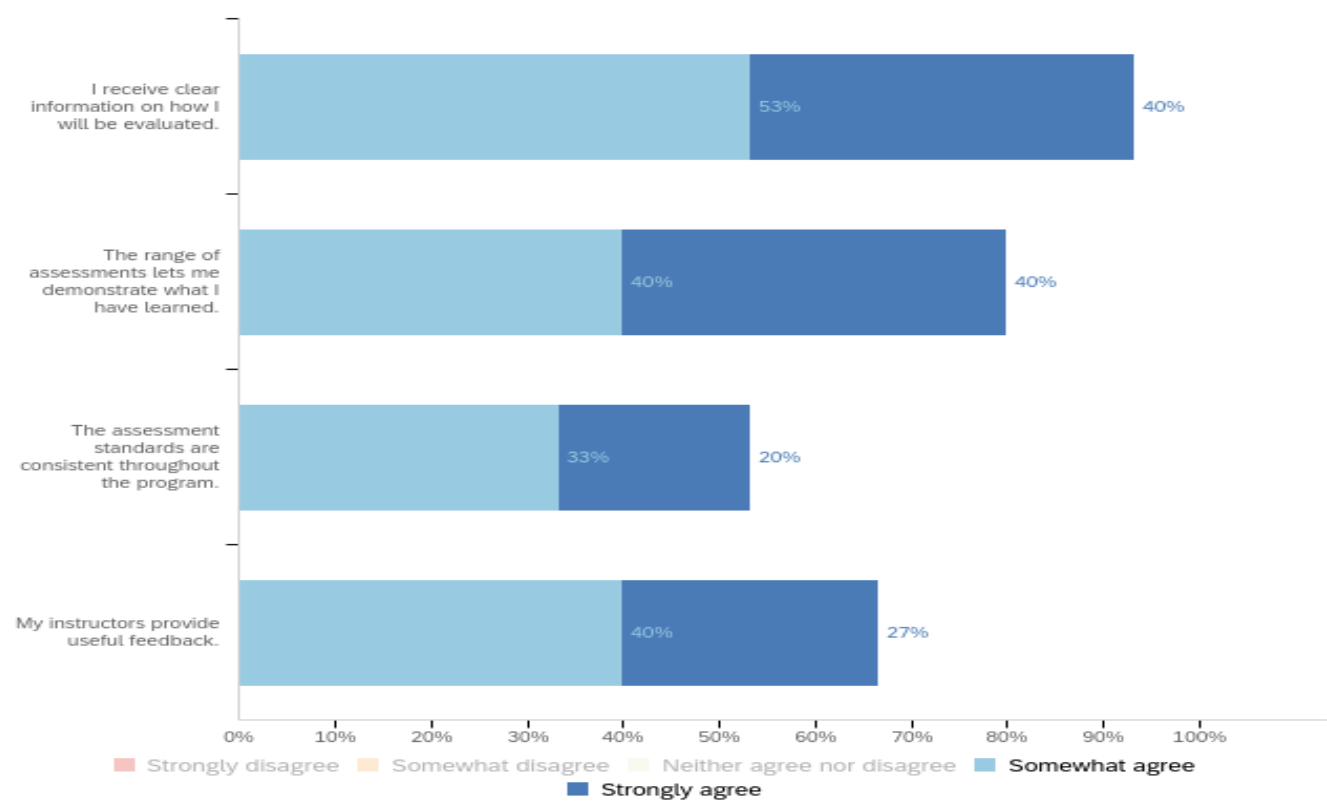
I dislike the moodle made big changes, it is hard to keep track as usual, and especially for non-textbook required course ENTR

Even if you are a 3rd year or a 4th year instructor, instructing students you need to understand that there are students with different perspectives and you can't just pass a judgement by not understanding why this xyz student did this without asking the student and the instructors should understand that the communications are 2 way and not one way.

- However, adding to the positive, it can be improved if professors are diligent about updating students if something changes both through email and during class.

Do the assessment methods allow students to demonstrate the extent to which they have achieved the learning outcomes?

20. Thinking of how learning is assessed in the program as a whole, indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

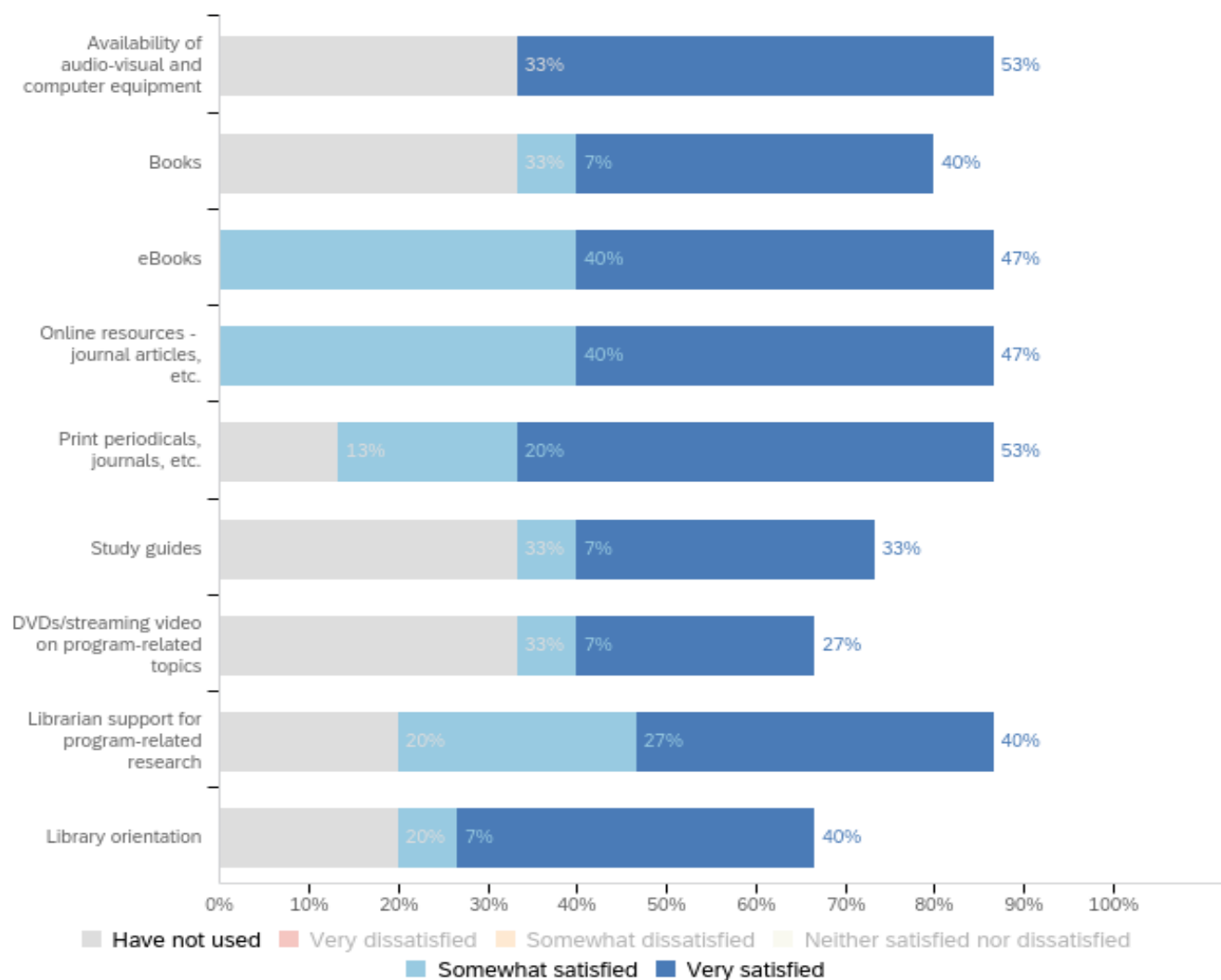
#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	I receive clear information on how I will be evaluated.	0%	0%	7%	53%	40%	15
2	The range of assessments lets me demonstrate what I have learned.	0%	0%	20%	40%	40%	15
3	The assessment standards are consistent throughout the program.	0%	27%	20%	33%	20%	15
4	My instructors provide useful feedback.	0%	7%	27%	40%	27%	15

QUESTIONS ON CHAPTER 5: RESOURCES, SERVICES AND FACILITIES

Program Resources, Services and Facilities

Does the program have the library and learning resources needed to deliver the curriculum?

21. How satisfied are you with the following library resources as they apply to KPU's Entrepreneurial Leadership program?

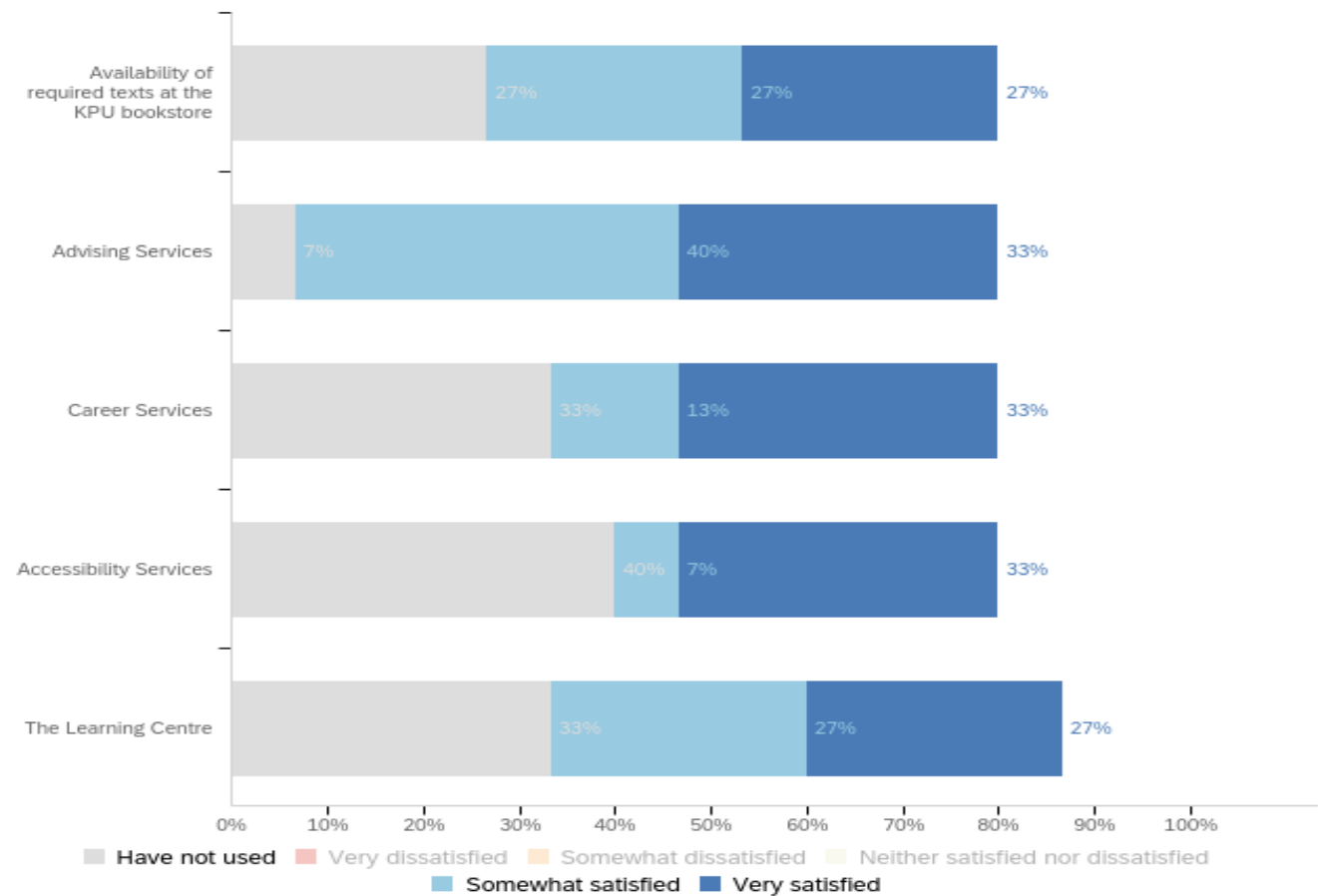


Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Have not used	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Total
1	Availability of audio-visual and computer equipment	33%	0%	0%	13%	0%	53%	15
2	Books	33%	0%	0%	20%	7%	40%	15
3	eBooks	0%	0%	0%	13%	40%	47%	15
4	Online resources - journal articles, etc.	0%	7%	0%	7%	40%	47%	15
5	Print periodicals, journals, etc.	13%	0%	0%	13%	20%	53%	15
6	Study guides	33%	0%	0%	27%	7%	33%	15
7	DVDs/streaming video on program-related topics	33%	7%	0%	27%	7%	27%	15
8	Librarian support for program-related research	20%	0%	0%	13%	27%	40%	15
9	Library orientation	20%	0%	0%	33%	7%	40%	15

Does the program have the support services needed to deliver the curriculum?]

22. How satisfied are you with the following as they apply to KPU's Entrepreneurial Leadership program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Have not used	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Total
1	Availability of required texts at the KPU bookstore	27%	0%	0%	20%	27%	27%	15
2	Advising Services	7%	0%	20%	0%	40%	33%	15
3	Career Services	33%	7%	7%	7%	13%	33%	15
4	Accessibility Services	40%	0%	7%	13%	7%	33%	15
5	The Learning Centre	33%	0%	7%	7%	27%	27%	15

APPENDIX D: ADMINISTRATIVE DATA REPORT

The chapter headings refer to the chapters in the Self-Study to which the data pertain.

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Glossary

Average Seats Offered: Maximum number of seats available in a department/Faculty divided by the count of classes offered by the department/Faculty.

Average Seats Filled: Number of seats taken in a department/Faculty divided by the count of classes offered by the department/Faculty.

BC Student Outcomes: Results of the three annual surveys of former post-secondary students in BC, one to two years after graduation, as a supplemental tool for assessing programs offered by KPU and comparing them to similar programs at other institutions. The three BC Student Outcomes surveys include the Diploma, Associate Degree, and Certificate Student Outcomes Survey (DAC), the Baccalaureate Graduates Survey (BGS), and the Trades Student Outcomes Survey (Trades). Note that while DAC covers all BC public post-secondary institutions, BGS does not report data from programs at research-intensive universities such as UBC and SFU.

Cumulative Grade Distribution: The number of students who receive a particular letter grade (A+ through F) plus those who receive a higher grade, as a percentage of the total number of students with a grade or a W/WE or DEF (Deferred). Useful for estimating the proportion of passing students based on any specific grade requirement.

DFW Rate: % of students who received a grade of D or F or withdrew from the course. Percentage is calculated based on number of students with a grade or a W/WE or DEF (Deferred).

Faculty Student Headcount: Count of all students enrolled in a Faculty, including undeclared students.

Fill Rate: Number of seats filled divided by the number of seats offered.

Grade Point Equivalent Mean: The average grade of students in the selected courses, based solely on the numerical grade point equivalent of a letter grade. A weighted average is used, such that larger classes have a larger influence on the computed mean. It is not an average of course-level grades weighted by course credits.

Intended of Undeclared: Students who identified the program under review as their intended major on their application. Note that not all of these students declare a major in the program under review.

Program Student Headcount: Count of declared and intended of undeclared students. Withdrawals are included. To avoid double counting students, the student headcount is a unique headcount for the year, not the sum of intended of undeclared and declared counts.

Repeat Rate: Students who repeat a course, that is, have taken the course previously. Percentage is calculated based on number of students with a grade or a W/WE or DEF.

Unmet Demand: Number of waitlist seats held by students unable to enroll in the same course, and have not dropped that course, within the same term. A student waitlisted in multiple sections of the same course in the same term is counted as one waitlist seat.

Seats Offered: Maximum number of seats available in a unit (section, course, department, faculty).

Seats Filled: Number of seats taken in the unit (section, course, department, faculty)

Chapter 3. Program Relevance and Demand

3.1 Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?¹

What percentage of the program graduates are satisfied with the education they received? What percentage of the graduates rate the quality of instruction they received as “very good”, “good”, or “adequate”? Do they find their program of study useful in their current position?

Exhibit 1: KPU Entrepreneurial Leadership Program Student Outcomes Data Compared with Ministry Targets

Measures	Student Outcome Data for KPU Entrepreneurial Leadership Program (2020-23)	Ministry Target
Respondents	74	-
Satisfaction ²	92%	≥ 90%
Quality ³	89%	≥ 90%
Usefulness ⁴	94%	≥ 90%

3.3 Student Demand

Who takes the program?⁵

Has the demographic profile of declared and intended students of Entrepreneurial Leadership program changed over the last five years?

Exhibit 2: Demographic Profile of Entrepreneurial Leadership Students by Academic Year

Total	2019/20	2020/21	2021/22	2022/23	2023/24
Student Headcount	289	248	222	187	189
% Women	28%	29%	31%	35%	34%
% 22 years or younger	47%	52%	58%	55%	58%
% International	18%	21%	25%	25%	22%

¹ Data reported in this section was obtained from a dashboard that is under development.

² Respondents who are "very satisfied" or "satisfied" with the education or training they received in their program of study.

³ Respondents who rate the quality of instruction received from their program of study as "very good", "good" or "adequate".

⁴ Respondents who describe their program of study as "very" or "somewhat" useful in their current occupation.

⁵ Data reported in this section was obtained from a dashboard that is under development.

How does the demographic profile of declared and intended students of Entrepreneurial Leadership Program compare with that of students at the same level for the School of Business as a whole over the same period?

Exhibit 3: Demographic Profile of School of Business Students by Academic Year

	2019/20	2020/21	2021/22	2022/23	2023/24
<i>Student Headcount</i>	7,680	7,945	8,980	9,138	8,498
% Women	43%	44%	46%	46%	48%
% 22 years or younger	66%	65%	65%	64%	61%
% International	44%	49%	57%	59%	57%

Is demand for the program sustainable?

Has demand for Entrepreneurial Leadership courses been changing over the last five years? Is the overall class size, in terms of filled seats, sustainable? How does demand for Entrepreneurial Leadership courses compare with demand for School of Business courses at the same level over the same period?

Exhibit 4: Student Headcount in Entrepreneurial Leadership Courses by Academic Year Compared with School of Business Courses

	2019/20	2020/21	2021/22	2022/23	2023/24	% 5-Year Change
Entrepreneurial Leadership	1,032	964	1,370	1,471	1,572	52%
School of Business	9,926	9,939	11,005	11,330	10,683	8%

Has demand for the Entrepreneurial Leadership Program changed over the last five years? How does it compare with demand for School of Business programs at the same level over the same period?

Exhibit 5: Student Headcount in Entrepreneurial Leadership Program by Academic Year Compared with School of Business Programs

	2019/20	2020/21	2021/22	2022/23	2023/24	% 5-Year Change
Bachelor of Business Administration in Entrepreneurial Leadership	164	139	105	101	101	-38%
Intended of Undeclared	128	120	120	94	95	-26%
School of Business Total Headcount	7,680	7,945	8,980	9,138	8,498	11%

How do enrolment trends in KPU's Entrepreneurial Leadership Program compare with overall enrolment trends in similar programs in BC?

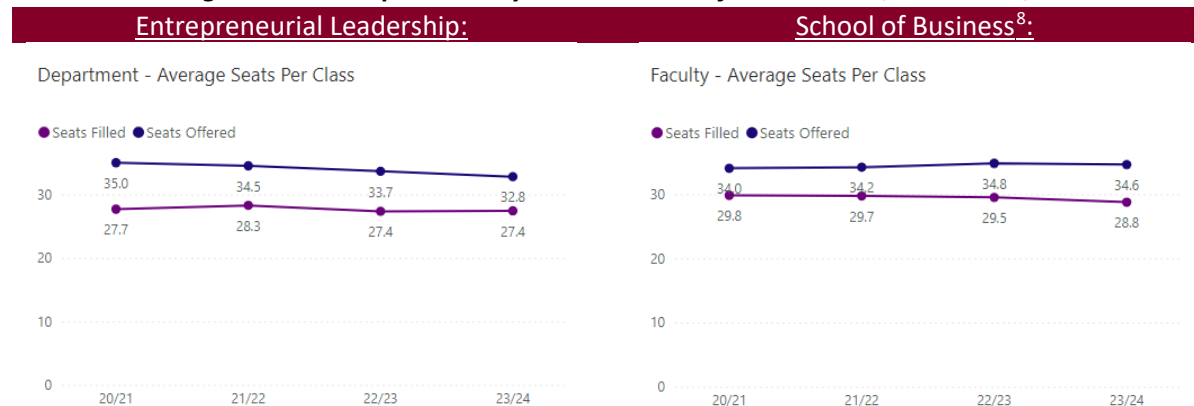
Exhibit 6: Number of Students Enrolled in Entrepreneurial Leadership Programs at BC Public Post-Secondary Institutions (excluding KPU students) ⁶

	2018/19	2019/20	2020/21	2021/22	2022/23
Total (excluding KPU)	537	505	491	461	431
NIC	1	-	-	-	-
Diploma	1	-	-	-	-
RRU	179	153	136	118	103
Bachelor's	179	153	136	118	103
SFU	66	66	76	68	80
Bachelor's	66	66	76	68	80
TRU	78	87	87	80	71
Bachelor's	15	21	28	29	20
Certificate	42	40	36	30	27
Post-Degree Diploma	21	26	23	21	24
UVIC	207	191	184	183	151
Bachelor's	207	191	184	183	151
VIU	6	8	8	12	9
Certificate	6	8	8	12	9
KPU	220	164	139	103	101
Bachelor's	220	164	139	103	101

⁶ Data reported in this section was obtained from a dashboard that is under development. Data are coded by Classification of Instructional Program (CIP). To identify Entrepreneurial Leadership program, CIP code 52.0701 was used.

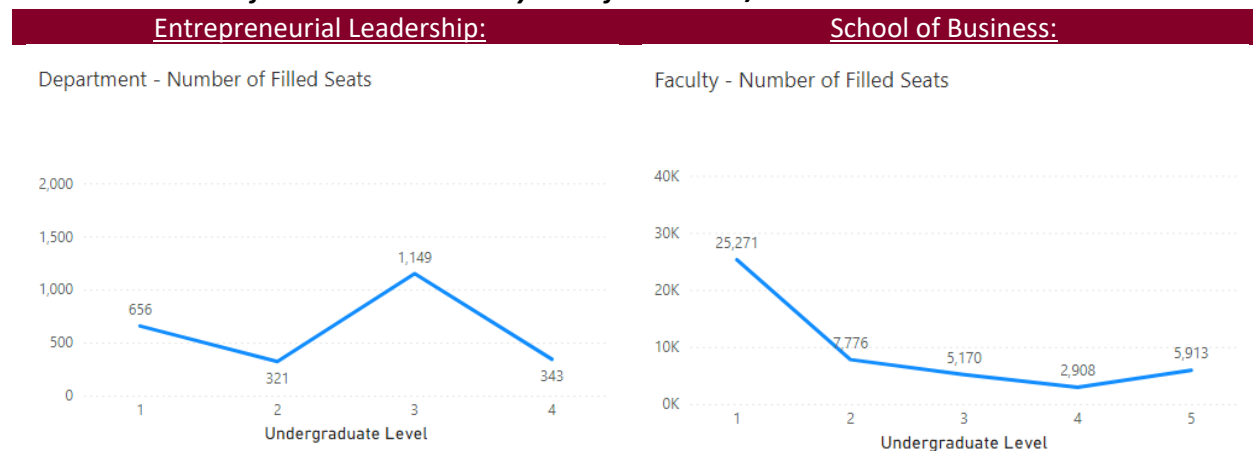
Has there been a change in average filled seats per class in Entrepreneurial Leadership courses? How do they compare with School of Business courses at the same level? Is demand steady, declining, or increasing?

Exhibit 7: Average Filled Seats per Class by Academic Year from AY 2020/21 to 2023/24⁷



How does demand for upper level courses (3rd and 4th year) compare with demand for lower level courses, where applicable? How does demand for upper level versus lower level courses compare with demand for School of Business upper level and lower level courses?

Exhibit 8: Number of Course Enrolments by Level for AY 2023/24⁹



How does tuition compare with instructional costs for the average class in your program?

A program's importance isn't gaged by the tuition revenue it brings in, as some programs will not be able to cover their costs, but all programs should be delivered efficiently. Part of assessing a program's sustainability is considering if it can be made more efficient without compromising student safety or success. The biggest driver of efficiency is class size in terms of filled seats. International enrolments, where relevant, can improve a program's sustainability.

⁷ Data reported in this section was obtained from a dashboard that is under development.

⁸ Data at the faculty level excludes CPS, Vocational, and Preparatory courses

⁹ Data reported in this section was obtained from a dashboard that is under development.

Exhibit 9: Cost Structure of Average Class for Entrepreneurial Leadership, School of Business UG, and All KPU UG Courses for Academic Year 2023/24¹⁰

	Entrepreneurial Leadership	Business UG	All KPU UG Courses
Cost of Instruction	\$15,712.75	\$15,712.75	\$15,712.75
Average # of Seats Filled	27.4	28.8	24.4
Overall % filled by International	36%	59%	44%
Tuition Revenue	\$28,665.95	\$41,326.05	\$29,467.20
Average Net Revenue	\$12,953.20	\$25,613.30	\$13,754.45
Total # of Classes	90	1,636	4,857
Total Net Revenue	\$1,165,788.30	\$41,903,362.73	\$66,805,386.71

*Average Net Revenue = Cost of instruction - tuition revenue

Does the program have the capacity to meet demand?

Are there waitlists that limit students' ability to progress through the program in a timely manner? Are the waitlists for courses delivered by the program, or delivered by other departments?

Exhibit 10: Unmet Demand at the Stable Enrolment Date

	Unmet Demand	Fill Rate
Summer 2024	45	89%
Spring 2024	52	81%
Fall 2023	27	83%
Summer 2023	125	84%
Spring 2023	99	80%
Fall 2022	76	81%
Summer 2022	143	83%
Spring 2022	35	78%
Fall 2021	92	85%

	Course	Unmet Demand ¹¹
Summer 2023	ENTR 1100	32
	ENTR 1200	31
	ENTR 3110	38
Spring 2023	ENTR 1100	43
	ENTR 1200	32
Summer 2022	ENTR 1100	32
	ENTR 1200	30
	ENTR 3110	35
	ENTR 3110	32

Unmet demand by course is available in the [Enrolment Tracking Report dashboard](#) for each term.

¹⁰ Data reported in this section was obtained from a dashboard that is under development.

¹¹ Unmet demand above 30 is reported.

Chapter 4. Effectiveness of Instructional Delivery

4.1 Instructional Design and Delivery of Curriculum

*Are appropriate opportunities provided to help students acquire the essential skills?*¹²

Graduates are asked to indicate the extent to which the program helps them achieve the Ministry identified essential skills. Is the program achieving the Ministry's targets in skills development?

Exhibit 11: KPU Entrepreneurial Leadership Program Student Outcomes Essential Skills Data Compared with Ministry Targets

Measures	Student Outcome Data for KPU Entrepreneurial Leadership Program (2020-23)	Ministry Target
<i>Respondents</i>	74	
Skill Development ¹³	92%	≥ 85%
<i>Write Clearly and Concisely</i>	86%	≥ 85%
<i>Speak Effectively</i>	90%	≥ 85%
<i>Read and Comprehend Materials</i>	89%	≥ 85%
<i>Work Effectively with Others</i>	97%	≥ 85%
<i>Analyze and Think Critically</i>	97%	≥ 85%
<i>Resolve Issues or Problems</i>	93%	≥ 85%
<i>Learn on your Own</i>	90%	≥ 85%

¹² Data reported in this section was obtained from a dashboard that is under development.

¹³ Program graduates' assessment of their skill development at KPU. An overall average for all skills is provided, plus the results for each skill.

4.2 Student Success

*Are students performing satisfactorily in courses?*¹⁴

Are an adequate number of students in Entrepreneurial Leadership courses receiving a grade of C and above? How do they compare with the students in School of Business courses at the same level?

Exhibit 12: Cumulative Grade Distribution for Entrepreneurial Leadership Courses from AY 2019/20 to AY 2023/24

Cumulative Grade Distribution for Department Courses

Academic Year 19/20 20/21 21/22 22/23 23/24

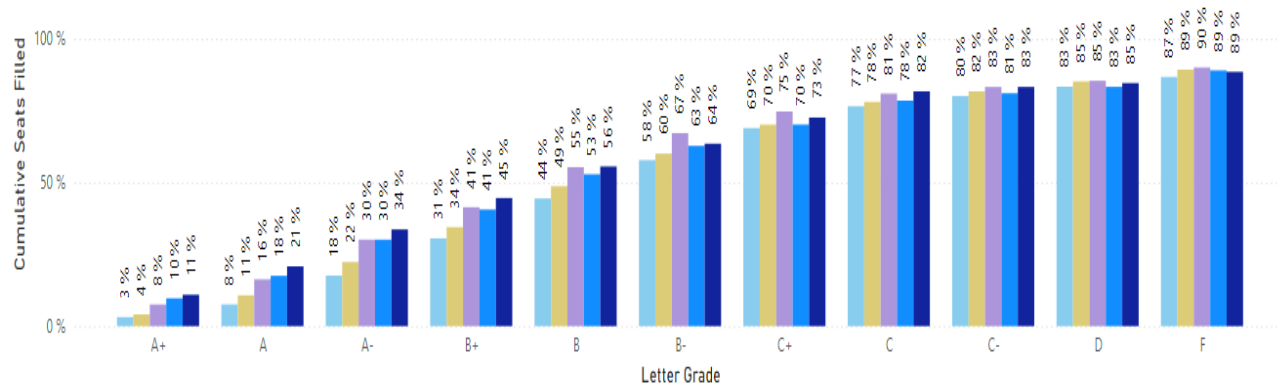
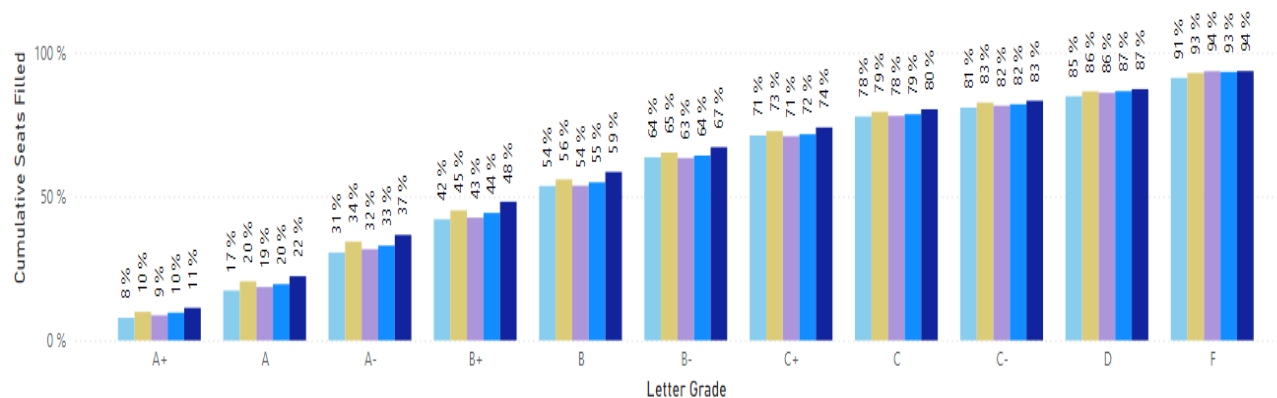


Exhibit 13: Cumulative Grade Distribution for School of Business Courses from AY 2019/20 to AY 2023/24

Cumulative Grade Distribution for Faculty Courses

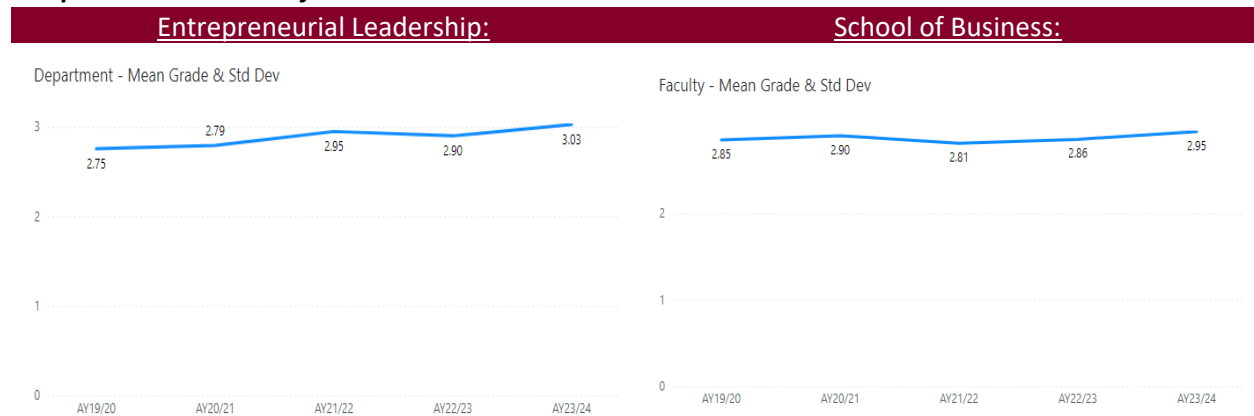
Academic Year 19/20 20/21 21/22 22/23 23/24



¹⁴ Data reported in this section was obtained from the Grade Distribution Report, which is available at [DATA - Home \(sharepoint.com\)](#)

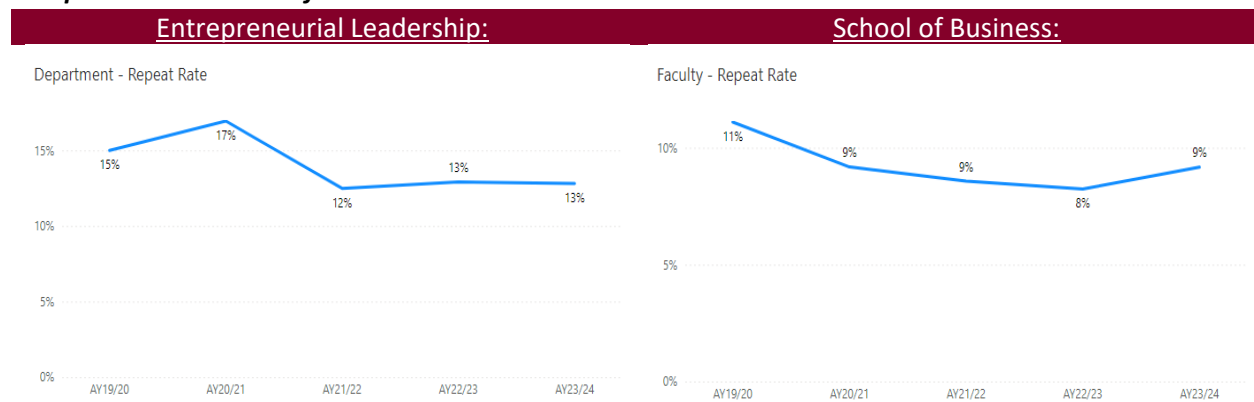
Do the overall grade trends for the Entrepreneurial Leadership courses indicate an issue? How do they compare with the overall grades for School of Business undergraduate courses?

Exhibit 14: Grade Data for Entrepreneurial Leadership Undergraduate Level Courses by Academic Year compared with School of Business



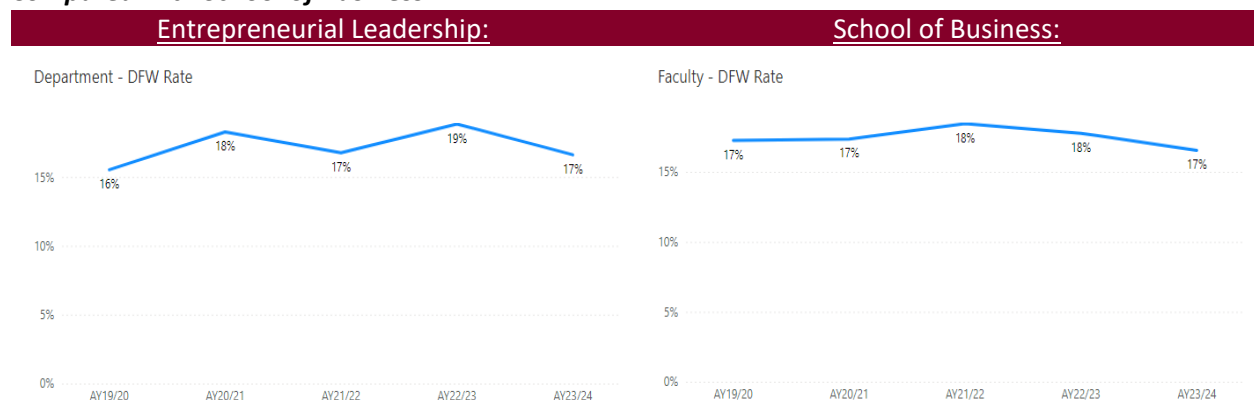
Do the repeat rate trends in Entrepreneurial Leadership courses indicate an issue? How does it compare with the repeat rate trends of School of Business undergraduate courses?

Exhibit 15: Repeat Rates in Entrepreneurial Leadership Undergraduate Level Courses by Academic Year Compared with School of Business



Does the DFW rate trends in Entrepreneurial Leadership courses indicate an issue? How does it compare with the DFW rate trends in School of Business undergraduate courses?

Exhibit 16: DFW Rates in Entrepreneurial Leadership Undergraduate Level Courses by Academic Year Compared with School of Business



Are there any issues with Entrepreneurial Leadership students' performance at each level? How do they compare with School of Business undergraduate courses?

Exhibit 17: Student Performance Data for Entrepreneurial Leadership Courses for AY 2023/24 by Undergraduate Levels Compared with School of Business



¹⁵ Note that variations in sample size can affect the Grade Point Equivalent Mean data.

Are students making satisfactory progress in the program?¹⁶

Has there been a change in the number of Entrepreneurial Leadership Program graduates over time? How does it compare with School of Business in general?

Exhibit 18: Entrepreneurial Leadership Program Graduate Headcount¹⁷ by Credential and Academic Year

	2019/20	2020/21	2021/22	2022/23	2023/24
Total ¹⁸	49	38	18	20	22
Baccalaureate Degree	49	38	18	20	22

Exhibit 19: Melville School of Business Graduate Headcount by Credential and Academic Year

	2019/20	2020/21	2021/22	2022/23	2023/24
Total	1,244	1,100	1,157	1,555	1,527
Associate Degree	3	1	1	-	1
Bachelor's Degree	471	408	387	410	350
Certificate	77	94	102	92	121
Diploma	498	294	423	393	500
Graduate Diploma	43	107	48	138	103
Post-Baccalaureate Diploma	158	207	203	531	458

Are graduates of the program successful?

Are the graduates getting jobs in a related field? Are the graduates pursuing further education?

Exhibit 22: KPU Entrepreneurial Leadership Program Student Outcomes Data Compared with Ministry Targets

Measures	Average Student Outcome Data for KPU Entrepreneurial Leadership Program (2020-23)	Ministry Target
Respondents	74	
Unemployment Rate ¹⁹	7.1%	≤18.9%
Currently Employed ²⁰	89%	
In a Related Job ²¹	75%	
Further Studies ²²	21%	

¹⁶ Data reported in this section was obtained from the Credentials Report, which is available at [DATA - Home \(sharepoint.com\)](https://sharepoint.com)

¹⁷ Count of unique students who have earned a KPU credential. Breakdown values may not add up to total or 100% because a student can earn multiple credentials in different categories within the same academic year.

¹⁸ To avoid double counting students, total graduate headcounts presented in Exhibits 18 and 19 are unique headcounts of students for the year, not the sum of the credential counts.

¹⁹ Unemployment rate of KPU's graduates (of those in the labour market).

²⁰ Respondents who were working at a job or business at the time of the survey, as a percentage of all respondents, regardless of whether they were in the labour force (see above).

²¹ Respondents who are currently employed in occupations that they describe as "very" or "somewhat" related to their studies, as a percentage of all employed respondents.

²² Respondents who have taken further studies after taking the program, including those currently studying.

APPENDIX E: ALUMNI SURVEY

The alumni survey was sent to 204 ENTR alumni. A total of 30 alumni responded. The response rate is 15%.

Note: The data includes open-ended comments. In order to preserve integrity and objectivity, OPA does not do value-judgment editing (i.e. we do not fix spelling errors, syntax issues, punctuation, etc.). Comments are included verbatim – with one exception: if individuals or courses are named, OPA redacts the name of the instructor or course. This rule applies to whether the comment is good, bad or indifferent.

1. When did you complete this credential?

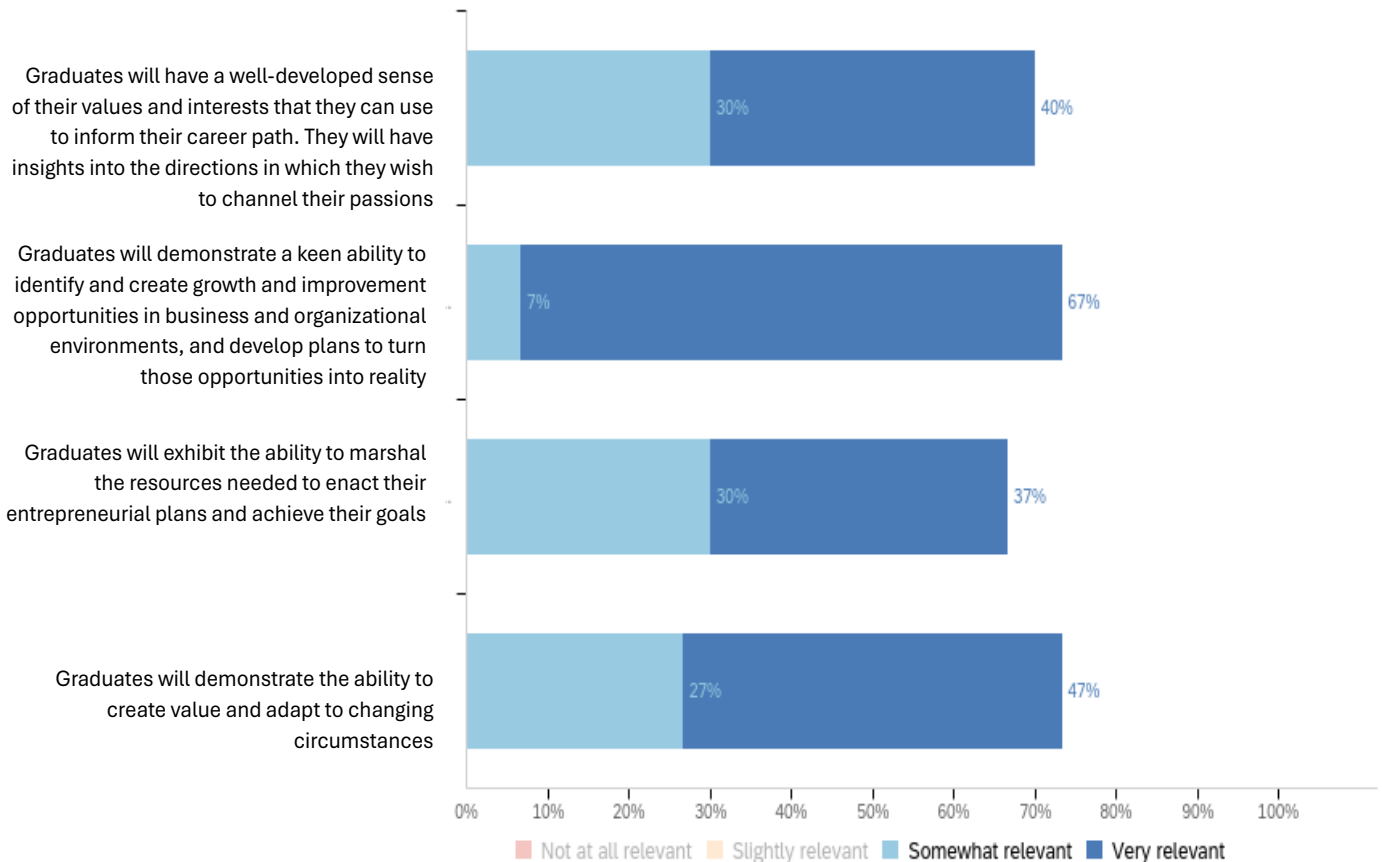
#	When did you complete this credential?	Percentage
1	2023	17%
2	2022	10%
3	2021	17%
4	2020	27%
5	2019	13%
6	2018	17%
	Total number of respondents	30

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Program Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?

2. Program Learning Outcomes are statements that describe the knowledge and skills students will have upon completion of a program. Please indicate how relevant each of the following Program Learning Outcomes was to your career goals.



Note that “not at all relevant” and “slightly relevant” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all relevant” and “slightly relevant” categories.

#	Question	Not at all relevant	Slightly relevant	Somewhat relevant	Very relevant	Total
1	Graduates will have a well-developed sense of their values and interests that they can use to inform their career path. They will have insights into the directions in which they wish to channel their passions.	13%	17%	30%	40%	30
2	Graduates will demonstrate a keen ability to identify and create growth and improvement opportunities in business and organizational environments, and develop plans to turn those opportunities into reality.	7%	20%	7%	67%	30
3	Graduates will exhibit the ability to marshal the resources needed to enact their entrepreneurial plans and achieve their goals.	17%	17%	30%	37%	30
4	Graduates will demonstrate the ability to create value and adapt to changing circumstances.	10%	17%	27%	47%	30

3. The program curriculum is the academic content taught in a specific program. Overall, how satisfied are you with the curriculum of KPU's Entrepreneurial Leadership program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	The program curriculum is the academic content taught in a specific program. Overall, how satisfied are you with the curriculum of KPU's Entrepreneurial Leadership program?	Percentage
1	Very dissatisfied	13%
2	Somewhat dissatisfied	7%
3	Neither satisfied nor dissatisfied	3%
4	Somewhat satisfied	30%
5	Very satisfied	47%
	Total number of respondents	30

4. Thinking of KPU's Entrepreneurial Leadership program's curriculum as a whole, please indicate the strengths of the program.

When I took it back with [Instructor Name Redacted]. It was brutal, long days, long night. But he was right, the world isn't going to be soft. The program really taught you what it's like to start a business, how to run analytics, combine all your learnings from year 1-4 into a single course. It taught me how leverage all my other learnings to build plans for the real world. As hard as he is, there's no one like him.

Very strong

Easy program

The strengths of the Entrepreneurial Leadership program's curriculum include the real world focused content and assignments that ensured students had hands-on experience, especially during our practicum which online due to COVID 19. The instructors support was so valuable and impactful.

this program provides real world opportunities to use and develop skills. Particularly in the fourth year of the program, many of the courses have ties to existing companies/organizations with real world applications. the professors typically are or have recently been active in organizations, which brings current expertise and knowledge to share. The program as a whole felt fresh and real because we were consistently dealing with current events and weren't relying on historical events, out of date textbooks, etc.

Forcing students to interact with real business decision makers and practice interacting with them. Critically analyzing situations objectively

Real world experience - hands down. Most professors come from "real-world" businesses of their own, plus the course structure forces you to work with actual businesses on projects, practicum, etc. THAT is where the value is - no textbook can teach you what getting out in the working world will be like. I also loved how I could complete it part time over 9 years while I worked full time.

The program excels at providing real world knowledge, scenarios and application of concepts to real world situations. The business experience of the professors allows for knowledge beyond theory and textbooks.

The value of the ENTR program was practical business skills that can be applied to real life. It taught sales skills, business analyst and business decision making. It developed strong critical thinking through continue to change the students to be better, it was difficult and intense but that intensity is the value that changed perspectives from the course work. Everyday I apply the rigor and discipline, and critical decision making as upper management in my company.

A lot of pushing you out of your comfort zone. Sharpening of social skills.

The program excels at forcing students to think critically about real business problems and ensures students are prepared to think beyond the surface-level challenges that end up being symptoms of larger problems. The program enables students to use a combination of business skills to take their career in whichever direction they choose.

The main strength for me was that it allowed me to transfer most of my credits from my general business diploma from Douglas College.

Courses focusing on hands-on work and critical thinking skills were the most valuable. E.g. **[Course Names Redacted]**

I think it challenges the students to work harder and do better.

The best parts of the program were collaborative / cut throat / competitive group work mixed with instructors who were still in industry or just exiting. The simulations were fun. The best courses were **[Instructor Name Redacted]**, the consulting practicum with **[Instructor Name Redacted]**, Marketing with **[Instructor Name Redacted]**, Strategy with **[Instructor Name Redacted]**, and **[Course Name Redacted]**.

The ENTR program exposes students to all facets of business (HR, finance, accounting, sales, operational management, practicum consulting and starting a business). Having been exposed to all these areas students could choose to focus their efforts continuing to grow in specific areas or starting their own business. This program will take students outside their comfort zone. For most, sales and reaching out to people asking for help is a hard thing. However, this discomfort will lead to growth and give students skills they'll take with them forever.

The program forces students to get out of their comfort zone and really jump into the real world. The sales management and practicum really grew me as a professional and is the largest reason I was able to excel in my career so quickly.

The way it encourages you to "know thyself" in the context of business and personal brand development.

Professors were amazing, gave real life experience. **[Course Names Redacted]** was like really going into dept of what we learnt. I find the program to help me step up my game, and change how I looked at things. Now I look at everything as an opportunity.

5. Thinking of KPU's Entrepreneurial Leadership program's curriculum as a whole, please provide any suggestions you have for improvement.

Honestly, I'm still green in this. Ask **[Instructor Name Redacted]** what the program really needs. Word of mouth tells me that the program has become quiet soft. If that's the case, then you are doing a disservice to those who are truly looking to start their own business.

Bring back sales quotas for the sales class and bring back the real business launch

Need more specialized education that provides some recognized certification such as project management and supply chain management.

The areas of improvement of the Entrepreneurial Leadership program's curriculum include providing a course that focuses on the steps required to establish a business in British Columbia that covers registering the business, permits/licenses, etc.

No specific suggestions come to mind. Overall I felt the program was well rounded and touched on a lot of areas in a lot of different ways. For example, financial analysis in a marketing class.

I think the newer courses are a big improvement from when I took the course, but things in first year to think about personal goals and vision to help guide career progression. More tactical info on starting businesses. I graduated and had no idea how to register a business, register for GST, PST, if I need insurance, worksafe BC coverage, do I need a lawyer, etc.

N/A

The program was not as cohesive as it could have potentially been. The courses didn't fully build students up to be prepared for the expectations of the practicum.

It's been a while since I've done the course but for what value and experience the course provided was exceptional. The program was small but it had a close knit group that pushed each other for results and progress. It helped hold accountable among peers. People weren't there just to pass the course with bare minimum but to do the best job they could and get the most of it. I've always enjoyed the consulting and analytics for real life businesses. The business start up course which we required to sell product should've allowed us to sell it online as well.

The sales course was downright unethical and took up an enormous amount of students' time. Also it was pretty much only doable for students who had access to a vehicle. The same goes for **[Course Name Redacted]**, in which we had to go to several in person meetings just to write a paper worth 5% of our grade.

In 3rd and 4th year courses, there is a lot of project work, which is great as it prepares students for work outside of the classroom; however, there is very limited training in project management, which would help students prepare well thought out plans and see it through in a more organized way. In addition, as an older student working full time, I often found it difficult to schedule courses - fortunately my line of work allowed me to be flexible with my schedule, but it would not have been as easy had I been working in an organization with more rigid business hours.

It needs to be more focused on a specific aspect of entrepreneurship.

Anything computer based was seriously lacking. E.g. online marketing; IT for Business.

I think punishing the students through grades prevented me from studying for a master's. ENTR classes were notorious for failing our initial projects to push us to do better but they didn't get pushed back up at the end of the semester.

More collaboration among professors and course pipelines would have been good. There were moments where things felt isolated. [Course Names Redacted] course for instance, some irrelevant cases, could be better, I got stuff out of it cause I am a technical person, but seemed like a bit of an island. The collaborative aspect and team building can be tough when so many people are taking courses part-time and not progressing at the same pace as other classmates. [Course Name Redacted] was obviously hard, because it's teaching you how to think, the differences between the disease and the symptom so to speak. There was a lot of humming and hawing about making it easier or something. That's not the solution, I think teachers just needed to align on method of teaching and be a lot more self critical of whether they were doing their own due diligence of getting the concepts across. Seemed like there was some heavy scape goating students.

Overall I was happy with the courses and their variety. I would suggest, given it covers a lot of different areas, the ENTR student becomes the jack of all trades master of none. But it teaches students, hopefully, to ask the hard questions and be able to contribute in all settings of business.

Focus more in real world objectives. The program may be hard and perceived as unfair, but it really works. My only suggestion is to make it more difficult to enroll into the program. Far too many students enroll into it without knowing what it entails. It is not meant for students who want an easy ride.

Improving the overall teaching method. This is just another case of lectures not being the most engaging, but not the Entrepreneurial courses; I'm mostly directing this to the other courses within the Breadth selection. [Course Names Redacted] course was particularly daunting, especially since the means to find assistance or refresher material were kind of limited. Making the course a teeny bit more forgiving in that regard would be amazing, but still preserve that level of urgency in forging as foolproof a business plan as you can.

It would be nice to do a mid semester review.

6. What topics, if any, were missing from the program?

Nothing really. It went from formulation of business idea, plan, core competency, SMART, analytics and sales. Maybe a bit more on marketing would be nice see how Covid changed the world

None

Taxation, business plan development, how to start a business (processes and paperwork requirements), some project management insights

After I graduated in summer 2021, I believe the program was revamped and there are now new courses being taught. I think these courses have created a well-rounded program.

None come to mind at this time.

Tactical small business startup Startup accounting & bookkeeping best practices Social media marketing Personal entrepreneurship

There may be some use in more offerings around business technology, security, etc. It can never get enough attention, especially with the growth of AI and hackers smartening up. Risk aversion is important in any sized business.

None I can think of currently

The value of the program is wide but not deep. It had the right components about marketing, supply chain, finance. The IT course and the product development course at the time didn't provide much value but that could have changed. The jobs in the field are so wide from real estate agents, sales, business owners, retail managers, project planners, consultants, supply chain managers and generally our grads eventually become different executives in different fields

More focus on AI.

See above. Project Management would have helped students with other coursework and especially prepared them for consulting projects, including practicum. Some additional or more comprehensive coursework in Business Technology would have been a huge benefit

How to leverage the skills learned from the program to find a suitable and related job after graduation.

finance courses were missing, meaning anyone who wanted to go to Big 4 route was at a serious disadvantage compared to Sauder/Beedie students.

More hard skills like accounting and finance. Soft skills that weren't touched on were relationship management.

Digital tools. Whats a CRM? Onboard to quickbooks? Even using excel to replicate those experiences to give it a longer shelf life. How to raise investor money? And also not just how, but growing a real network, so theres some people I can call when the program ends (not talking students, I mean industry professionals, networking events). Still felt like I was an island when I graduated. Also my biggest thing is change management in a lot of what I do now. Interpersonal stuff. Learning more about that would have been good.

Today I'm a project manager. In today's world, there's two common methodologies to project management, waterfall and agile. In my courses, we did not cover agile which hamstrings students wanting to work in tech.

Real life work on Digital marketing (ad words, seo, and data analysis, social media) and using programming languages like SQL and Python.

I'd say things related to taxes or personal financial literacy. Perhaps it's because I've been provided for well by family and student loans but being refreshed on the financial necessities would've been great, if somehow applicable in a post-secondary program.

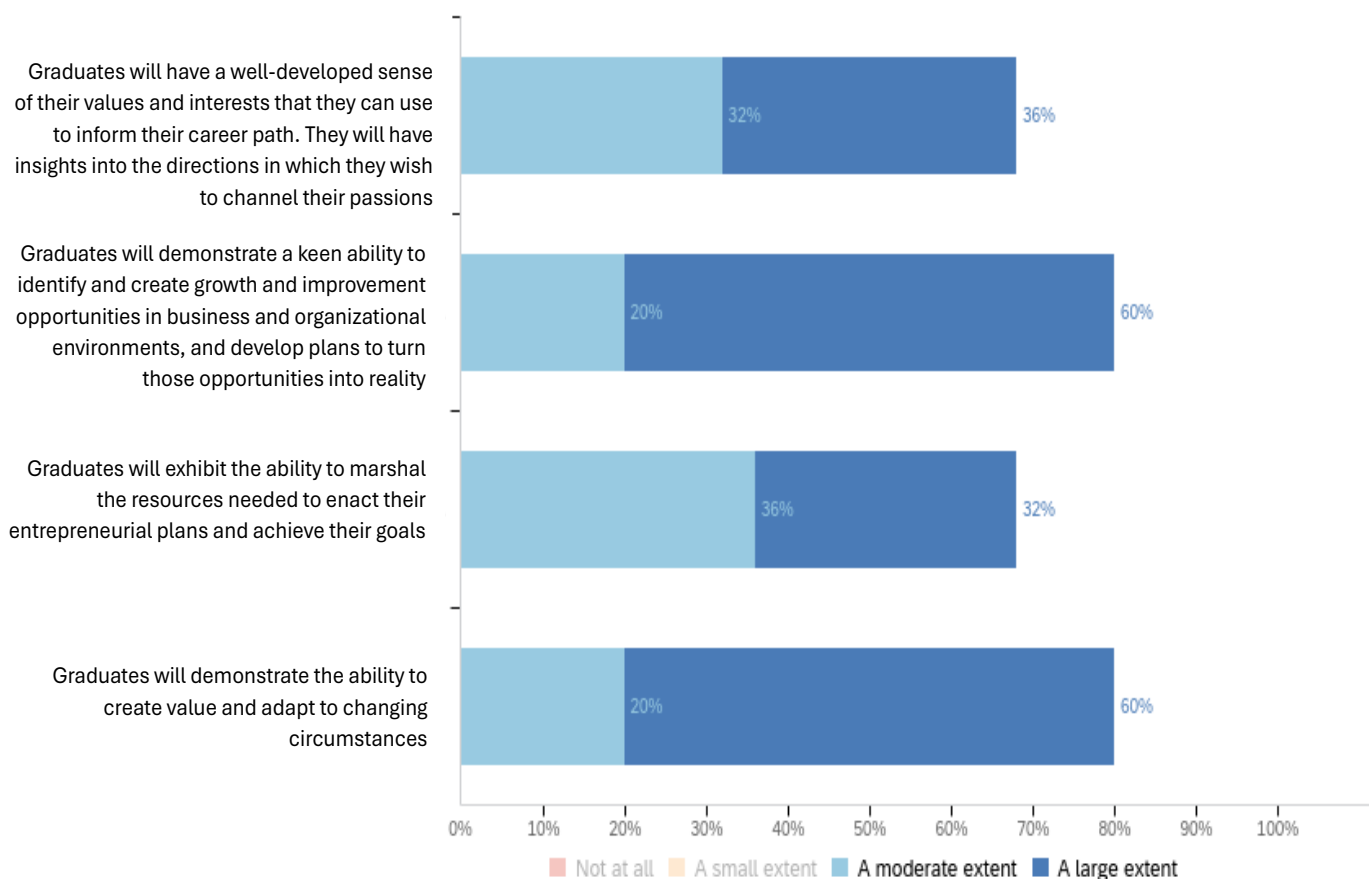
Project management should be added as it is relevant to any industry you enter.

QUESTIONS ON CHAPTER 4: EFFECTIVENESS OF INSTRUCTIONAL DELIVERY

Instructional Design and Delivery

Are appropriate opportunities provided to help students acquire the PLOs?

7. To what extent did KPU's Entrepreneurial Leadership program help you develop each of the following Program Learning Outcomes?

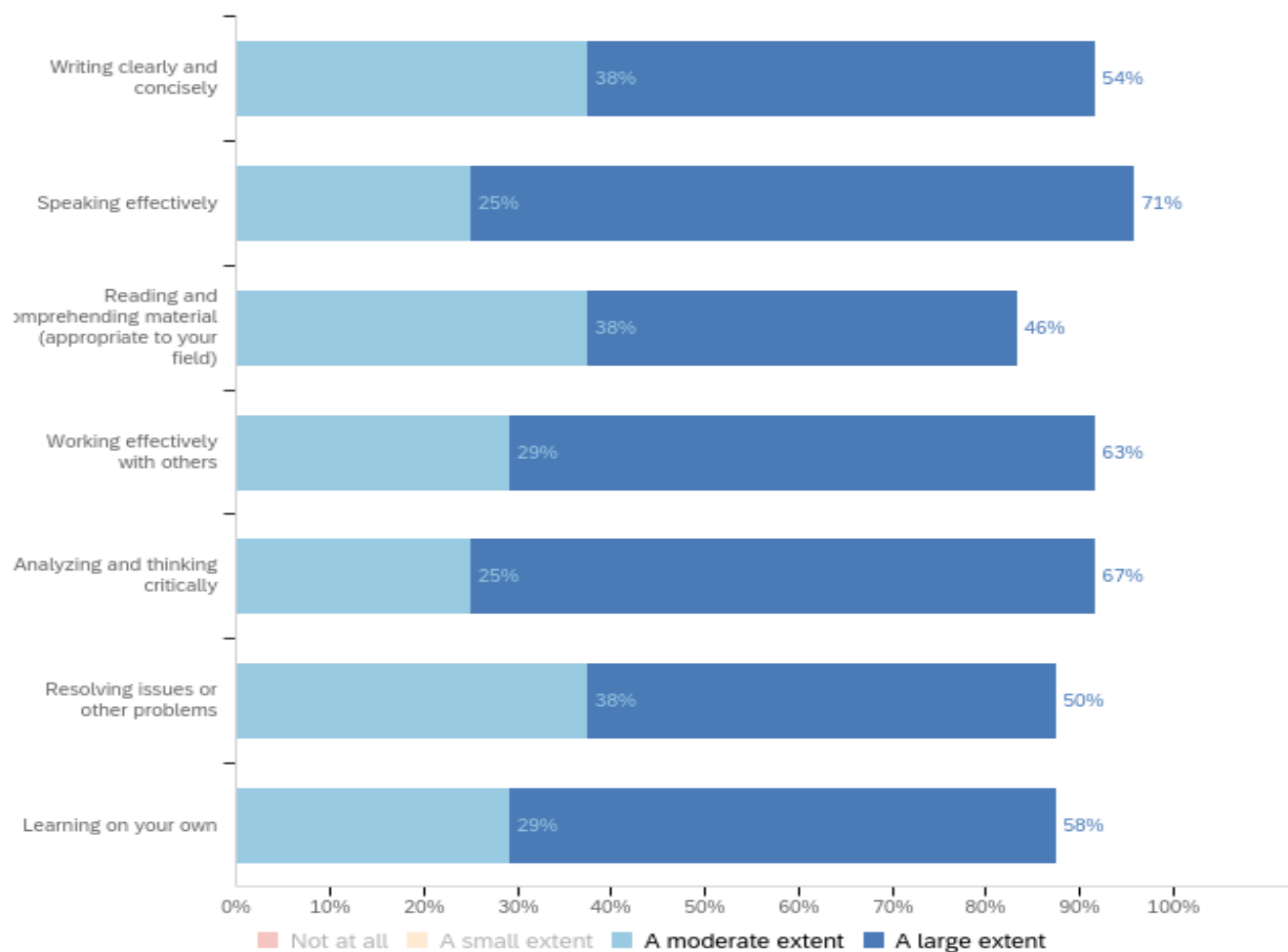


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Graduates will have a well-developed sense of their values and interests that they can use to inform their career path. They will have insights into the directions in which they wish to channel their passions.	16%	16%	32%	36%	25
2	Graduates will demonstrate a keen ability to identify and create growth and improvement opportunities in business and organizational environments, and develop plans to turn those opportunities into reality.	4%	16%	20%	60%	25
3	Graduates will exhibit the ability to marshal the resources needed to enact their entrepreneurial plans and achieve their goals.	8%	24%	36%	32%	25
4	Graduates will demonstrate the ability to create value and adapt to changing circumstances.	8%	12%	20%	60%	25

Are appropriate opportunities provided to help students acquire the essential skills?

8. To what extent did KPU's Entrepreneurial Leadership program help you develop each of the following essential skills?

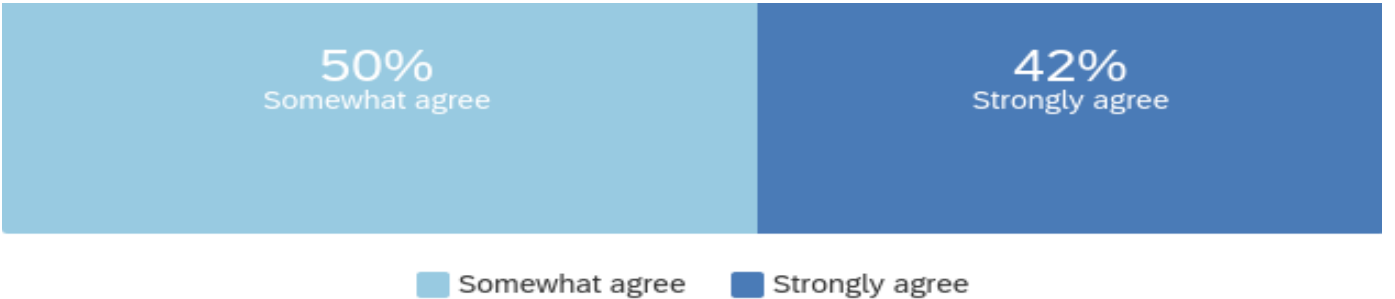


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Writing clearly and concisely	0%	8%	38%	54%	24
2	Speaking effectively	0%	4%	25%	71%	24
3	Reading and comprehending material (appropriate to your field)	0%	17%	38%	46%	24
4	Working effectively with others	4%	4%	29%	63%	24
5	Analyzing and thinking critically	0%	8%	25%	67%	24
6	Resolving issues or other problems	0%	13%	38%	50%	24
7	Learning on your own	0%	13%	29%	58%	24

Are appropriate work-integrated and/or community-engaged learning opportunities provided to help students acquire the learning outcomes?

9. To what extent do you agree that you had sufficient opportunities in the program to reinforce your learning through practical application of this learning?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

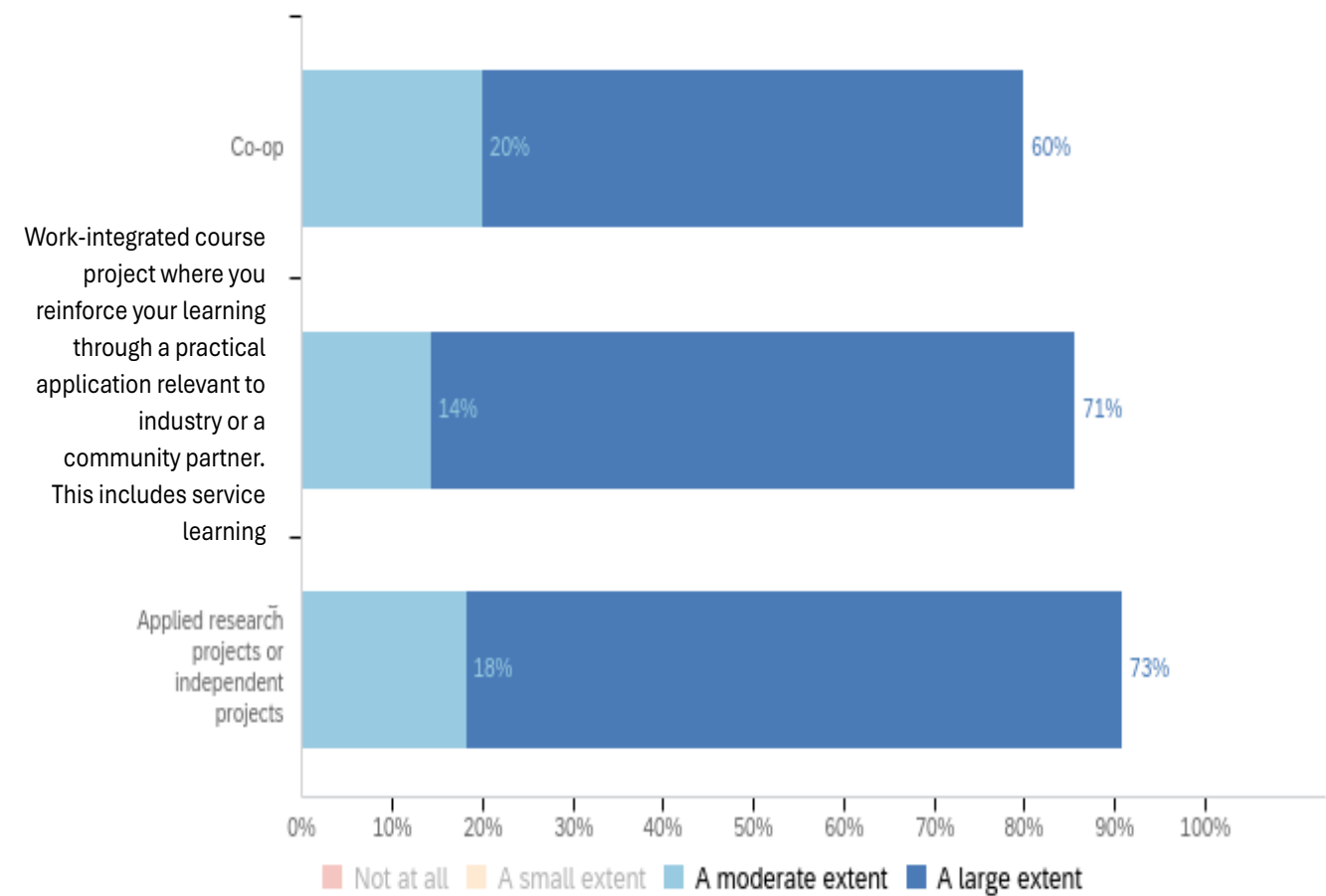
#	To what extent do you agree that you had sufficient opportunities in the program to reinforce your learning through practical application of this learning?	Percentage
1	Strongly disagree	8%
2	Somewhat disagree	0%
3	Neither agree nor disagree	0%
4	Somewhat agree	50%
5	Strongly agree	42%
	Total number of respondents	24

10. Were you involved in any of the following work-integrated and/or community-engaged learning opportunities? Select all that apply.

#	Answer	%	Count
1	Co-op	24%	5
2	Work-integrated course project where you reinforce your learning through a practical application relevant to industry or a community partner. This includes service learning.	71%	15
3	Applied research projects or independent projects	52%	11
	Total number of respondents		21

Note: The last row presents the total number of respondents. The total number of responses for this question is greater than the number of respondents. Therefore, the percentage total exceeds 100%.

11. Indicate the extent the work-integrated and/or community-engaged learning opportunities contributed to your learning.

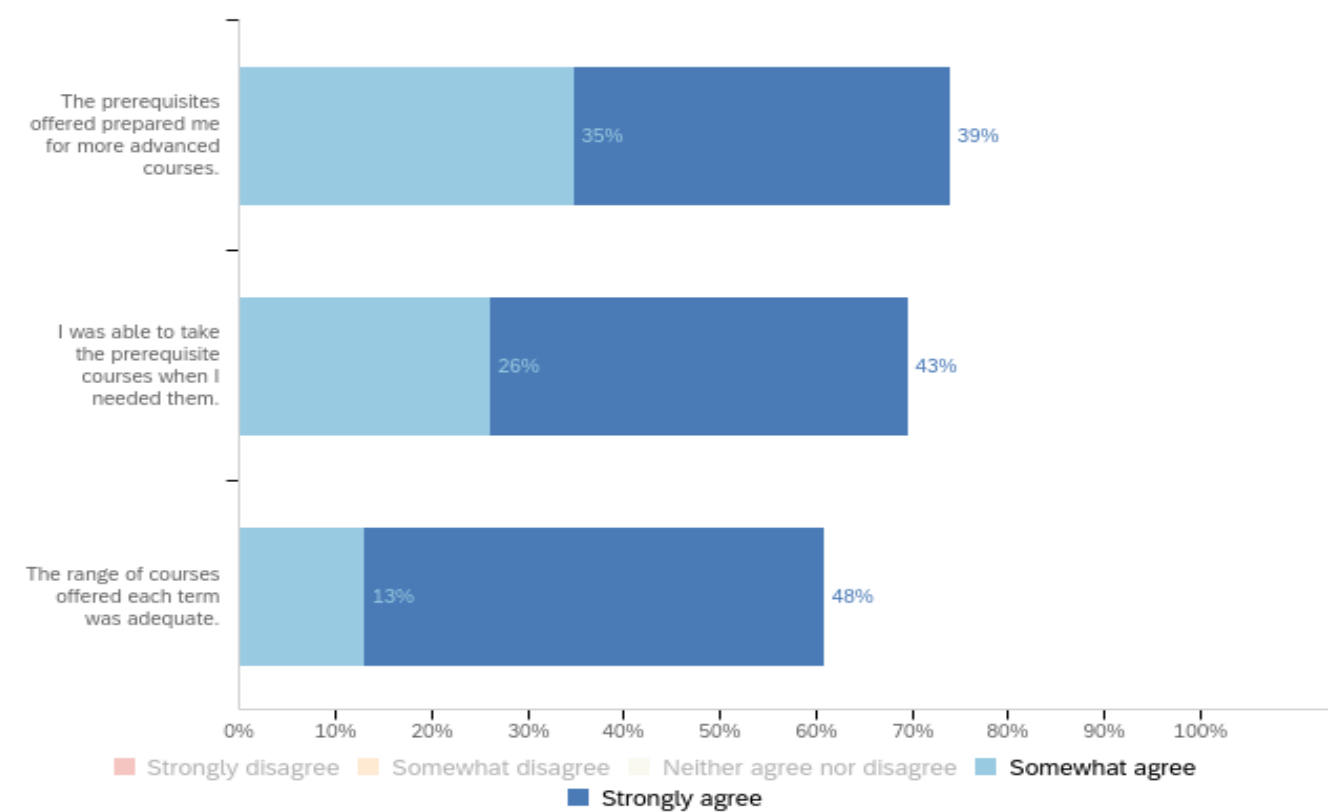


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Co-op	20%	0%	20%	60%	5
2	Work-integrated course project where you reinforce your learning through a practical application relevant to industry or a community partner. This includes service learning.	0%	14%	14%	71%	14
3	Applied research projects or independent projects	0%	9%	18%	73%	11

Does the program design ensure students are prepared for subsequent courses?/Are students making satisfactory progress in the program?

12. Thinking of KPU's Entrepreneurial Leadership program as a whole, please indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	The prerequisites offered prepared me for more advanced courses.	0%	17%	9%	35%	39%	23
2	I was able to take the prerequisite courses when I needed them.	4%	17%	9%	26%	43%	23
3	The range of courses offered each term was adequate.	9%	26%	4%	13%	48%	23

Does the instruction meet the needs of diverse learners?

13. Overall, how satisfied are you with the instruction you have received in KPU's Entrepreneurial Leadership program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with the instruction you have received in KPU's Entrepreneurial Leadership program?	Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	13%
3	Neither satisfied nor dissatisfied	0%
4	Somewhat satisfied	30%
5	Very satisfied	57%
	Total number of respondents	23

14. Thinking of how instruction is delivered across the program as a whole, please indicate the strengths of the program instruction.

It was very real world. We had to cold call SME and sell them on the idea that we would go in, analyze their business and give them a report. While this is going on, we had 3 months to set up and run a business.

Very strong

Good broad knowledge development in different aspects of business program

The strengths of the program instruction include real world situations, instructors with 10+ years of experience in the industry and the students' willingness to learn and grow.

Most of the professors were working in industry and those who weren't had significant experience. All were able to draw on real world information whether their own experience or current events. Particularly in the 3rd and 4th year of the program as courses became more specialized, the professors were able to speak very directly to the content of the course (not generic, textbook style information conveyed). As well most all of the professors looked to provide course content in a way that was geared towards the group of students in the class at that time as well as individual students based on their needs.

There were a select few instructors that cared about the program and actually taught from a program perspective. Most of them knew what they were talking about

In 9 years, I rarely ever bought the course textbook. I am NOT a learner that benefits from reading. I learn from listening, trying and failing, discussing and asking questions. Having more open dialogue with professors and taking notes on what they were teaching is where I excelled. I believe textbooks should be optional, as they benefit some, but not all. I strongly disagree with the read and regurgitate model of many large institutions, where you're being graded on basically how well you know a textbook. A textbook prepares you for 5% of the real world, so I think KPU should continue to push away from that type of learning, and push more to discussion and doing. It's WAY better for learning and solidifying ideas and leaves little room for people to coast through doing the bare minimum, then just reading a textbook at home and passing the test because that is what it was on. Those types of graduates won't add as much value to a workplace after graduation.

The real world experience from professors allows for a lot more relevant learning. Professors are able to combine theory with practical application and understand how to apply theory to the real world.

Instructors have change so this isn't very relative

Make better use of class time. Some profs ramble.

Generally, the instruction was good - instructors usually made themselves available and helped guide you to a solution on your own and gave ample instruction while still allowing students to learn through problem solving.

The small class sizes was beneficial in that it was conducive to asking questions without being nervous.

Higher level courses (3- 4- level) had pretty great instruction. The smaller class sizes, almost mentor-like system in some courses was super valuable. Lower level courses had some really poor instructors, and some good instructors.

I think consistency should be more important. Classes didn't feel coherent or consistent.

Case method is the way, I really enjoyed that aspect.

Its delivered in a diverse practical way that feels fresh from one course to another. Specifically, Weekly case study prep in **[Instructor Name Redacted]** class. This teaches students time management, accelerating reading interpreting meaning, and creative problem solving when extracting the business problem. Sales. Painful, painful, because it is uncomfortable for most to reach out and ask for help from new people in the community. There's growth here and its well worth it. Strategy class with **[Instructor Name Redacted]**. Loved his practical textbook and real world examples of how companies employ strategy to differentiate themselves from competition. The strategy game was a great way to spice things up for students rather than tests and long papers. **[Course Names Redacted]** We worked with a local business to put on an event. Again this teaches us to use our book smarts and apply it in a practical real world setting.

The program forces you to think like a real business professional. It really allows you to develop the skills needed in the real world. The majority of courses don't give you a direct pathway to success, but instead pushes you to figure out your own way with a goal in mind. It's a skill that's priceless in the corporate world.

When it came to textbook material, having the lecture slides succinctly explain the chapter topics was especially helpful in a pinch, and encouraged me to actually read the textbook itself in case I needed more insight on a given topic.

Professors were available, they would stay back at the end of class to answer.

15. Thinking of how instruction is delivered across the program as a whole, please provide any suggestions you have for improvement in program instruction.

Instructions are clear.

None

More practical and specialized knowledge that can provide sense future career path

The suggestions I have for improvement of the program instruction include providing further support to students for the challenging courses in the third year.

Nothing in particular comes to mind.

Almost every course, even ENTR ones, were taught from a subject first perspective. It would be MARKETING with an ENTR flavour, or ACCOUNTING with an ENTR flavour. This left us with information, but it wasn't connected back to the bigger picture of what we're supposed to do with it as new business owners. Many of these profs had probably never been in a meeting to discuss the program, and as a student the lack of a department was evident.

I love that KPU has multiple campuses, especially since I live close to the Langley one. That said, I wish Langley offered more senior business courses. After years 1-2, I ended up having to complete 3 & 4 in Surrey and Richmond which was extremely far in terms of time on the road due to traffic, etc. It would be great to see more of those course types grow to Langley as well.

Review previous response

This is the same question twice. Make better use of our time. Many of us were driving in to 7pm classes after working all day.

In some courses, it was very obvious that the instructor (often the sole instructor) had a heavy bias towards their own field and instructors didn't always seem to be able to help students fit all of the pieces together (i.e. how different areas of focus need each other to function). Often these instructors were very "black and white", as in, they only often saw one way to address an issue (their way) instead of what happens in the real world, which is that there are many ways to address a problem within the scope of the course they were teaching.

Less PowerPoint and more interactive learning.

Don't compromise on the practical skills and critical thinking, which make us adaptable. That's the only thing making ENTR grads worth anything on the employment market; otherwise they're replaceable or automatable.

Classes felt very siloed. I didn't find the IT class, innovation, or leadership helpful. More law classes, HR classes, focus on sales, and a redeveloped leadership class.

Online moodle stuff can be pretty not great, low effort, low reward.

None to note.

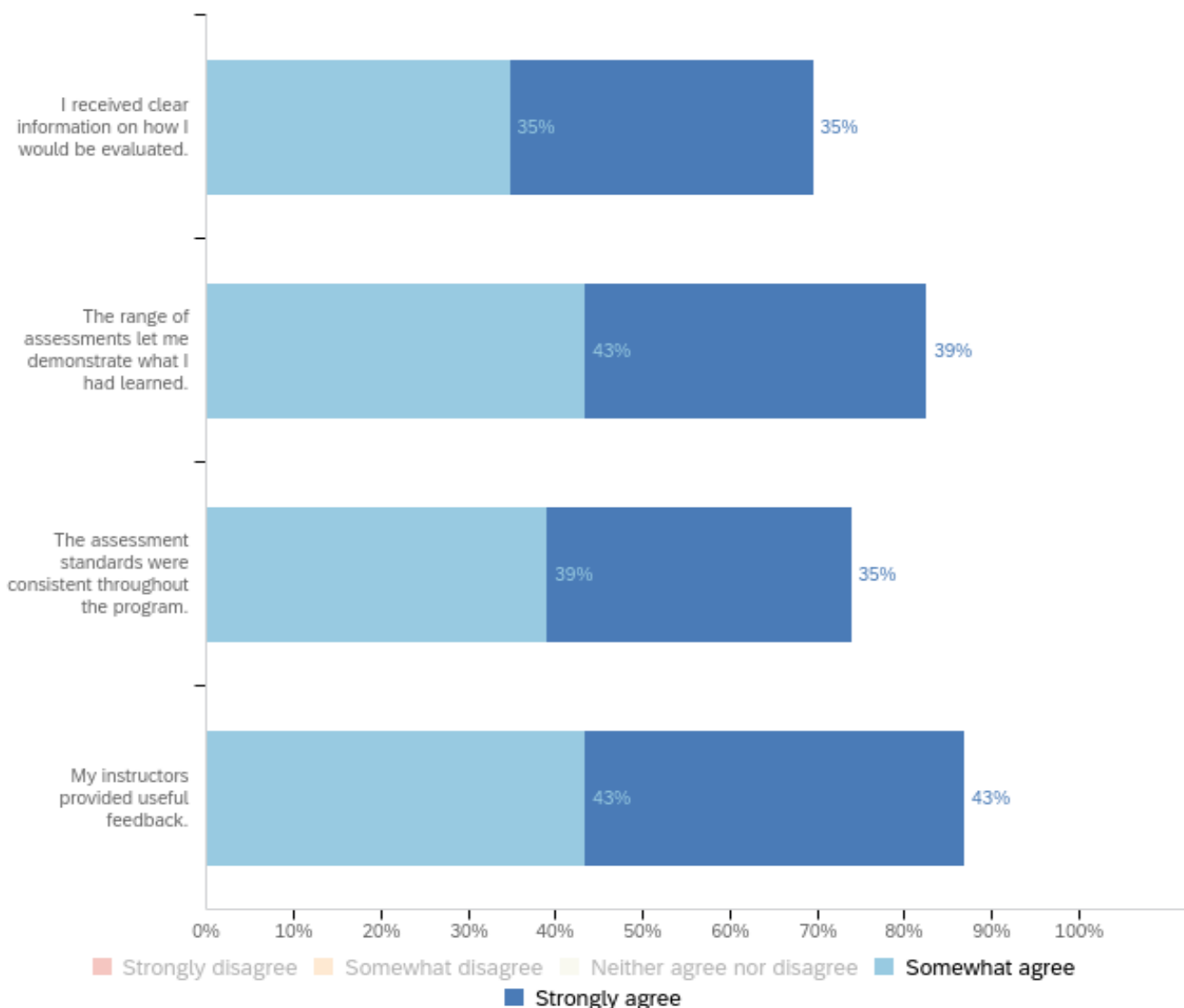
I don't think I have any suggestions for improvement. Continue to push students to rely less on a carved pathway and more on figuring it out on their own. Facilitate an environment for creativity and innovation.

There are some instances in which I would've appreciated more information on something I was confused about, but it wouldn't be elaborated upon anywhere, at least without having to ask the professor but even then it would be at an inconvenient time. Them adding misc. articles or fact sheets to make up for these niche instances would be great.

It will be nice to have more practical based projects added.

Do the assessment methods allow students to demonstrate to what extent they have achieved the learning outcomes?

16. Thinking of how learning is assessed in the program as a whole, indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	I received clear information on how I would be evaluated.	17%	4%	9%	35%	35%	23
2	The range of assessments let me demonstrate what I had learned.	4%	9%	4%	43%	39%	23
3	The assessment standards were consistent throughout the program.	22%	0%	4%	39%	35%	23
4	My instructors provided useful feedback.	4%	0%	9%	43%	43%	23

Are graduates of the program successful?

Further Education

17. Have you pursued further education since completing KPU's Entrepreneurial Leadership program?

#	Have you pursued further education since completing KPU's Entrepreneurial Leadership program?	Percentage
1	Yes	13%
2	No	87%
	Total number of respondents	23

18. Please list the name of the program and the institution where you enrolled after completing KPU's Entrepreneurial Leadership program.

Certified Scrum Master, Certified Scrum Product Owner from Hyperdrive Agile

Project management

19. What is the highest credential you have earned or are currently pursuing since completing KPU's Entrepreneurial Leadership program?

Too few responses to report.

20. To what extent do you agree that KPU's Entrepreneurial Leadership program prepared you well for further education?

Too few responses to report.

21. Are you currently employed in a field related to what you studied at KPU?

#	Are you currently employed in a field related to what you studied at KPU?	Percentage
1	Yes	74%
2	No	26%
	Total number of respondents	23

22. Were you previously employed in a field related to what you studied at KPU?

#	Were you previously employed in a field related to what you studied at KPU?	Percentage
1	Yes	17%
2	No	83%
	Total number of respondents	6

23. Which of the following best describes your current employment situation?

#	Which of the following best describes your current employment situation?	Percentage
1	In a full-time regular position	94%
2	In a part-time regular position	0%
3	In a contract position	6%
4	In a casual or temporary position	0%
	Total number of respondents	17

24. What is your position/role/job title?

Commercial Underwriter

Real estate agent and development. Co-Founder of prime real estate group.

Communications and Events Coordinator

Controller

Business owner

Director of Operations

Senior Consultant

Director, Project Management Office

Project Manager

Customer Experience Manager

Self Employed, Founder, Strategy and Marketing Consulting Firm

Management in Training

Development Manager

Finance manager

Associate Director

25. Could you specify the organization where you are currently employed? This information will help us better determine KPU graduates' career trajectories.

Prime Real Estate Group

Kwantlen Polytechnic University

Dynamic Specialty Vehicles Ltd.

Outbound Basecamps

BN3TH

Gravity Union Solutions

Factors Group of Nutritional Companies

Enkel Backoffice Solutions

Air Canada

Br–ther Creative Agency, I oversee executive level marketing sprints, change management, and production work

Cintas

Electronic Arts

MatX ai

Terrace & District Community Services Society

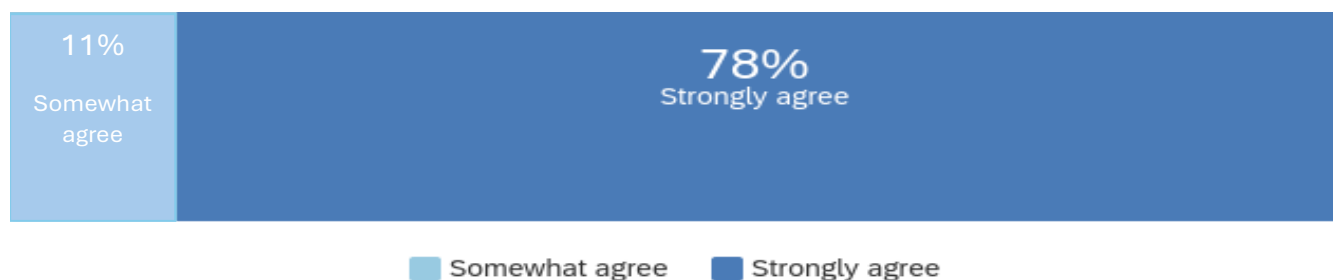
26. Which of the following best describes your previous employment situation?

Too few responses to report.

27. What was your position/role/job title?

Too few responses to report.

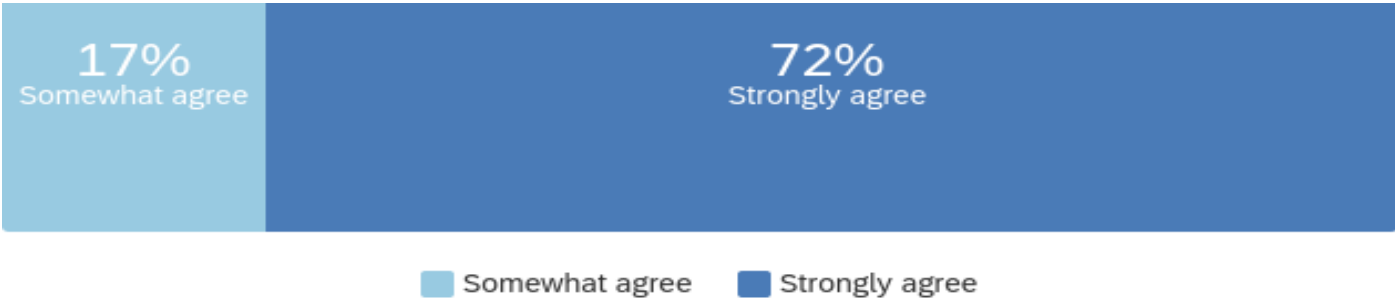
28. Based on your experience since graduating, to what extent do you agree that the program prepared you well for an entry-level job in the industry?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Based on your experience since graduating, to what extent do you agree that the program prepared you well for an entry-level job in the industry?	Percentage
1	Strongly disagree	6%
2	Somewhat disagree	0%
3	Neither agree nor disagree	6%
4	Somewhat agree	11%
5	Strongly agree	78%
	Total number of respondents	18

29. To what extent do you agree that KPU’s Entrepreneurial Leadership program enabled you to achieve your own definition of success?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	To what extent do you agree that KPU’s Entrepreneurial Leadership program enabled you to achieve your own definition of success?	Percentage
1	Strongly disagree	6%
2	Somewhat disagree	0%
3	Neither agree nor disagree	6%
4	Somewhat agree	17%
5	Strongly agree	72%
	Total number of respondents	18

30. Please identify the skills/knowledge area(s) you felt were missing for an entry-level job in your industry.

As previously mentioned, we touched on some project management (nearly all of the schooling was focused around Waterfall methodologies). Additionally, it could have gone deeper because there's A LOT of jobs in project management. Another gap in PM specifically in tech, without agile project management experience, there's a big gap in knowledge moving into this industry.

I felt strongly prepared for an entry level job in my industry. I would suggest that for myself and many others, we felt prepared for intermediate or managerial positions upon completion of the program.

I was already working when I joined KPU, but in my time studying there, I grew from an entry level warehouse worker to a Business Analyst. I worked through many roles while attending KPU, and now I am an Operations Director. The big takeaways were not just the concepts learned in specific courses, it was more the generalized learning that was beneficial. Learning to work with different types of people, meeting deadlines, critical thinking, using professional communication, presenting in front of others, etc. That's the type of things I grew the most in. Again, the most important things for real-world business.

I was hired on as a jr, and moved up to intermediate within 3 months. Jr. usually need 1-2yr before moving up.

Management classes

N/A

Project management

Speaking in high stakes rooms with executives. I had to fall on my face a few times before I had the confidence I needed. I am an outlier for this question because I was doing self-employed work prior to school and through school. So I was heavily adding practical skills in tandem with education.

Technical skills such as computer programming, use of python, Java, c++, Use of tools such as Salesforce, Tableau, jira, asana.

There’s no such thing as an entry level business owner. Immediately as a startup you’re competing against multinational corporations and not one person besides your family and friends cares if you fail. Yes, I could have gotten an entry-level marketing job, so if that’s the goal of the program the messaging and branding needs to be changed and not encouraging new venture startups.

This question is unanswerable as the program doesn't prepare you for a job in any specific industry due to its broad and undefined nature.

Unsure - I was well into my career when I started and finished this program.

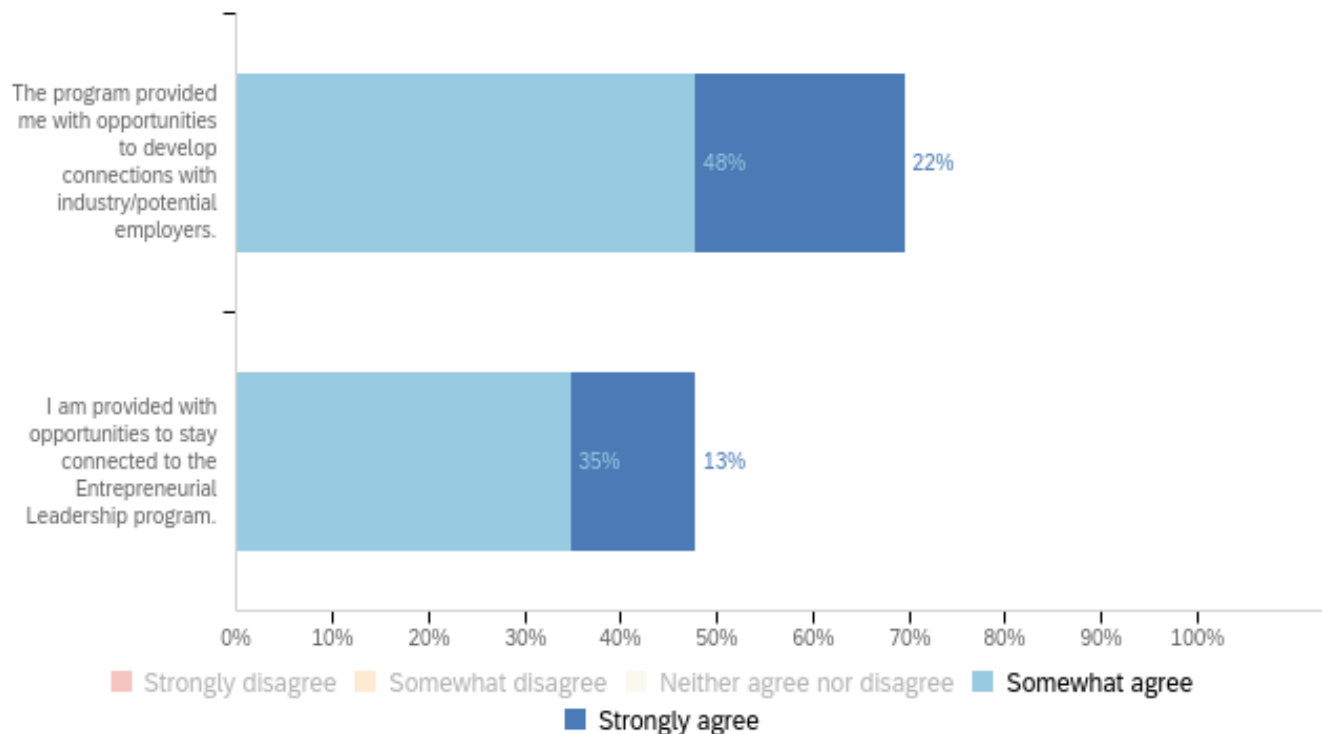
Well practicum is great and helps really prepare students, more skills around developing and enabling change in an organization would be helpful

some exposure to modern tech tools would have been valuable rather than Excel only e.g. Salesforce, Zendesk, Hubspot, Jira/Asana

Alumni Connections

Does the program have the connections to the discipline/sector to remain current?

31. Please indicate the extent you agree with the following statements:



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	The program provided me with opportunities to develop connections with industry/potential employers.	9%	13%	9%	48%	22%	23
2	I am provided with opportunities to stay connected to the Entrepreneurial Leadership program.	13%	17%	22%	35%	13%	23

32. What can the program do to build better connections with alumni?

If we had a meet and greet with local business owners/ graduates. The main way I was able to achieve this was through a Kpu scholarship

Offer some short term specialized training or courses

Alumni events would be a great way to encourage us to reconnect in person and build better connections with KPU.

I see the occasional email from the alumni association, but not a lot of direct communication. This is something that may be more readily available if I was to seek it out as well, I would add.

Anything? Besides this email and one like it a couple years ago I haven't heard from anybody.

Have more career fairs. The entire school of business needs better marketing overall. One well known professor bragged about how well known the ENTR program is in the workforce and that's just simply not true.

I am not interested.

Its very simple. Bring in a high value guest for a keynote or Q&A, follow it up with a mixer in a nice aesthetic place with some food, and let people chat and hang out. Charging a ticket to cover costs is fine too. The draw isnt that something is free, but that you get to be in a room again with people who have had a shared experience and similar education/values, so dont be scared to charge for something if it will make the event a more high value event (paying for a good guest, or paying for a good venue). Ask alumni to help (like me) sean@brothercreativeagency.com, we'd gladly offer our time to make it great.

Surveys are a great way to gather lots of data with minimal effort. Depending on what the goal of maintaining the connection is, it would be easier to provide feedback.

Host entr alumni events, invite alumni to work with practicum students, assess practicum proposals, create an online space for alumni to connect.

Explicitly provide more internship or event opportunities during class for students to improve or expand upon their networks. I felt that was particularly lacking for me, and would've appreciated if my professors would encourage those way more than the current state of things.

Host info sessions while we are in school, help make mentors. It will be nice to for advisors to check back on alumni as well.

Appendix F: Qualifications and Currency Profile

<p>Area(s) of Faculty Expertise:</p> <p>1. Business, Finance & Accounting</p> <ul style="list-style-type: none">Accounting, Finance, Statistics, StrategyFinancial Planning, Investment Management, Venture FundsBusiness Consulting, Ethics <p>2. Leadership & Organizational Development</p> <ul style="list-style-type: none">Leadership (Developing Organizational & Managerial Wisdom)Organizational Development, Governance, M&AStrategic Change Execution, Strategy Implementation <p>3. Entrepreneurship & Innovation</p> <ul style="list-style-type: none">Entrepreneurship, IntrapreneurshipSmall Business, StartupsEntrepreneurialism, Business Growth <p>4. Digital & Marketing Strategy</p> <ul style="list-style-type: none">Digital Strategy, E-MarketingPersuasion & Influence, Communications, Public RelationsAttitudes & Consumer Behavior <p>5. Operations & Change Management</p> <ul style="list-style-type: none">Change Management, OperationsTechnology Implementation & TransformationBiotech (Drug Manufacturing & Testing) <p>6. Education & Curriculum Development</p> <ul style="list-style-type: none">Curriculum DesignOpen Pedagogy, UDL (Universal Design for Learning)Sustainable Development in Education														
<p>Faculty Qualifications:</p> <table border="1"><thead><tr><th>Qualification</th><th>Count</th><th>Details</th></tr></thead><tbody><tr><td>Doctorate</td><td>Yes (4), In Progress (2)</td><td>Doctor of Business Administration, PhD in International Business & Entrepreneurship (in progress), another PhD in progress</td></tr><tr><td>Masters</td><td>Yes (All Faculty)</td><td>MSc, MBA, Multiple from institutions like NYU Stern, Harvard Business School, Queen's, Cornell</td></tr><tr><td>Professional Certifications</td><td>Varies</td><td>CPA, Chartered Accountant, Coaching, Mortgage Brokerage & Finance, Real Estate, ICCRC, Derivatives Trading Certification, Moodys Analytics Commercial Credit & Banking, Certificate in Sustainable Investing (NYU), CPHR, SHRM, Innovation Governance Program (iGP) Level 3</td></tr></tbody></table>			Qualification	Count	Details	Doctorate	Yes (4), In Progress (2)	Doctor of Business Administration, PhD in International Business & Entrepreneurship (in progress), another PhD in progress	Masters	Yes (All Faculty)	MSc, MBA, Multiple from institutions like NYU Stern, Harvard Business School, Queen's, Cornell	Professional Certifications	Varies	CPA, Chartered Accountant, Coaching, Mortgage Brokerage & Finance, Real Estate, ICCRC, Derivatives Trading Certification, Moodys Analytics Commercial Credit & Banking, Certificate in Sustainable Investing (NYU), CPHR, SHRM, Innovation Governance Program (iGP) Level 3
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<p>Recent Professional Development:</p> <ul style="list-style-type: none">Advanced Excel & CPA PD sessionsRetirement Myths Session (CPA)Sustainable Mindset TrainingAttended & presented at Open Education Global Conference 2024 (Brisbane, Australia)PhD research progress & dissertation workCo-founded a startup & raised \$35M for MCAN Financial (public company)Member of PRME Sustainable Mindset InitiativeInnovation Governance Program (Final Level, CCI)														
<p>Anything you'd like to add?</p> <ul style="list-style-type: none">Significant self-directed professional developmentActive industry involvement, including angel investing and startup managementBoard member experience (e.g., Treasurer for the "Spirit of the Children Society")Experience in international development, and international education														

APPENDIX G: FACULTY SURVEY

The faculty survey was sent to 16 ENTR faculty members. A total of 13 faculty members responded. The response rate is 81%.

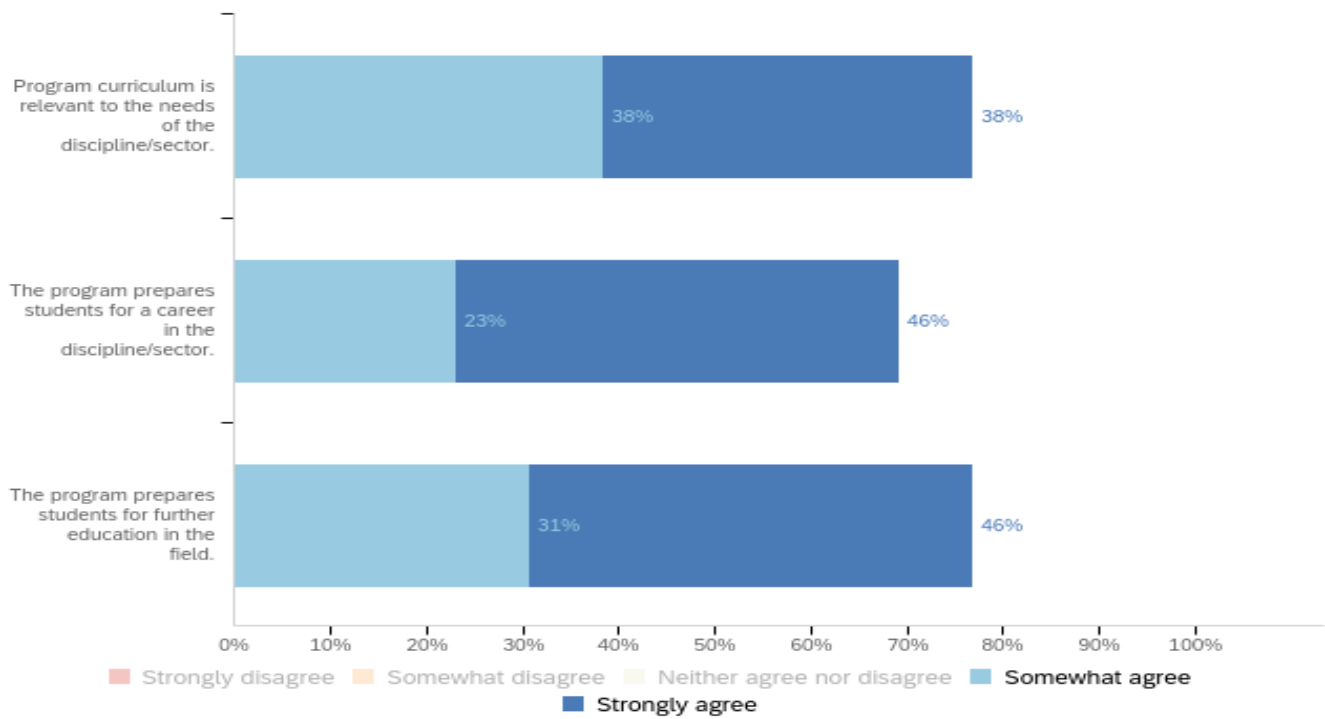
Note: The data includes open-ended comments. In order to preserve integrity and objectivity, OPA does not do value-judgment editing (i.e. we do not fix spelling errors, syntax issues, punctuation, etc.). Comments are included verbatim – with one exception: if individuals or courses are named, OPA redacts the name of the instructor or course. This rule applies to whether the comment is good, bad or indifferent.

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Program Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?

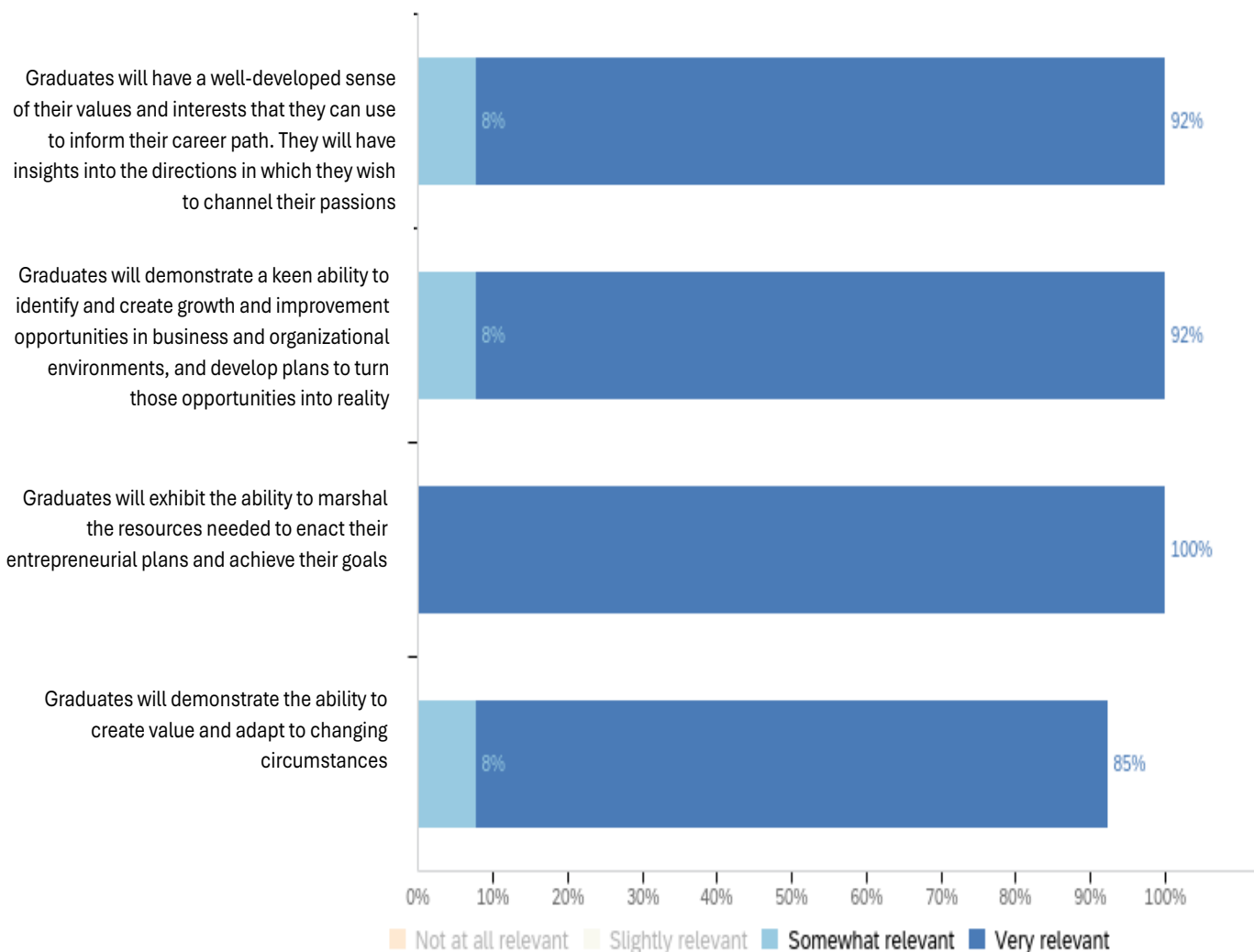
1. Thinking of KPU’s Entrepreneurial Leadership program as a whole, indicate the extent you agree with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	Program curriculum is relevant to the needs of the discipline/sector.	8%	0%	15%	38%	38%	13
2	The program prepares students for a career in the discipline/sector.	0%	23%	8%	23%	46%	13
3	The program prepares students for further education in the field.	8%	8%	8%	31%	46%	13

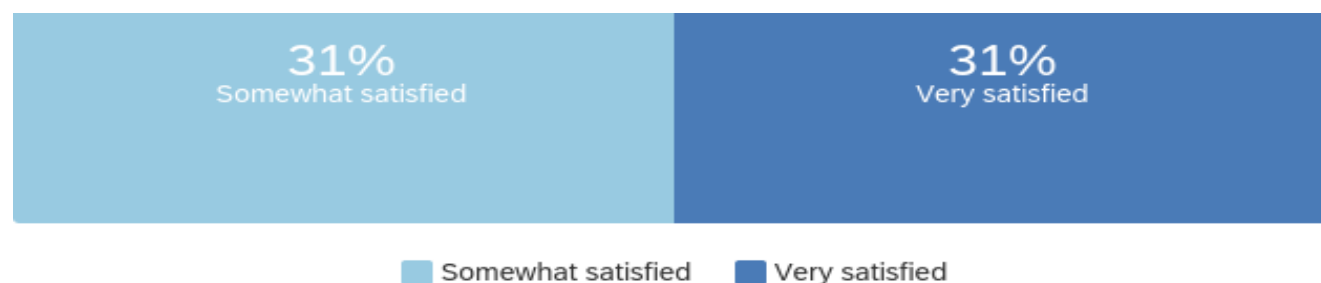
2. Please indicate how relevant each of the following Program Learning Outcomes is to the current needs of the discipline/sector.



Note that “not at all relevant” and “slightly relevant” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all relevant” and “slightly relevant” categories.

#	Question	Not at all relevant	Slightly relevant	Somewhat relevant	Very relevant	Total
1	Graduates will have a well-developed sense of their values and interests that they can use to inform their career path. They will have insights into the directions in which they wish to channel their passions.	0%	0%	8%	92%	13
2	Graduates will demonstrate a keen ability to identify and create growth and improvement opportunities in business and organizational environments, and develop plans to turn those opportunities into reality.	0%	0%	8%	92%	13
3	Graduates will exhibit the ability to marshal the resources needed to enact their entrepreneurial plans and achieve their goals.	0%	0%	0%	100%	13
4	Graduates will demonstrate the ability to create value and adapt to changing circumstances.	0%	8%	8%	85%	13

3. Overall, how satisfied are you with KPU's Entrepreneurial Leadership program curriculum?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with KPU's Entrepreneurial Leadership program curriculum?	Percentage
1	Very dissatisfied	15%
2	Somewhat dissatisfied	8%
3	Neither satisfied nor dissatisfied	15%
4	Somewhat satisfied	31%
5	Very satisfied	31%
	Total number of respondents	13

4. Thinking of KPU's Entrepreneurial Leadership program's curriculum as a whole, please indicate the strengths of the program.

The program has many faculty members who have previous, practical experience. The program is also led by a forward thinking department member.

It is a good business program and has a strong element of practical application. It gives students a good sense of how to apply entrepreneurial principles in any setting, large or small.

I think we do a good job of developing student's emotional and social intelligence. We do well empowering students and motivating them to take on their own projects.

The program focuses to help students understand themselves and what it means to be an entrepreneur. It also focuses on the psychology of management and leadership and takes a more in-depth and polytechnic approach to management and leadership. This is great as students learn more about themselves, develop critical thinking, emotional intelligence that are all necessary to lead people.

The Faculty

Student agency in what and how they learn

The courses are very diverse and cover a broad spectrum of topics and aspects that are relevant to entrepreneurs. The focus on OER/Zed-Cred/alternative assessment and the UNSDGs is a core strength of the program as they make the courses far more accessible and relevant to students and their needs today.

The strengths are the diversity of subjects and the fact that instructors include their industry experience in delivering the material and concepts.

Diverse faculty - smaller class, particularly in 4th year

The strengths relate to the pedagogy and delivery of the curriculum: our commitment to the global goals and global justice; our use of Ungrading and the pedagogy of kindness; our commitment to UDL and equal recognition of all learners.

5. Thinking of KPU's Entrepreneurial Leadership program's curriculum as a whole, please provide any suggestions you have for improvement.

Further engagement with creative theory of entrepreneurship, innovation, and technology (especially Artificial Intelligence). Minus a progressive trajectory, the Entrepreneurial Leadership program will fade into the background of programs featuring these foci.

More separation between intra and entrepreneurship. More focus on non-profits and charitable institutions. More recognition that entrepreneurs only set businesses after a number of years of experience and not immediately after graduation. This focus makes students think that they cannot be entrepreneurs if they don't catch the wave immediately. Also more distinction between start-ups vs corporates in some courses like **[Course Names Redacted]** etc.

We don't formally teach students how to complete a business plan, which seems a big oversight for an entrepreneurial program. We should have a portfolio (or similar) where students can build on a business plan throughout their degree program.

not sure, only teach 3 classes

Need courses related to selling, customer service, etc.

I'm not entirely clear on what the differentiation truly is between ENTR **[Course Names Redacted]** and wonder if those need to be assessed and further divided to avoid redundancy. I also believe that the lack of required pre-reqs for most ENTR courses is also a bit problematic as I often have students in my ENTR **[Course Name Redacted]** class who have never taken an ENTR course previously and so I struggle to balance some foundational knowledge with more advanced concepts when I have members of the class who have/haven't take previous ENTR courses.

More industry involvement and engagement.

We need more focus on implementation. For example, how to secure finance and develop detailed plans to actually launch a business/enterprise?

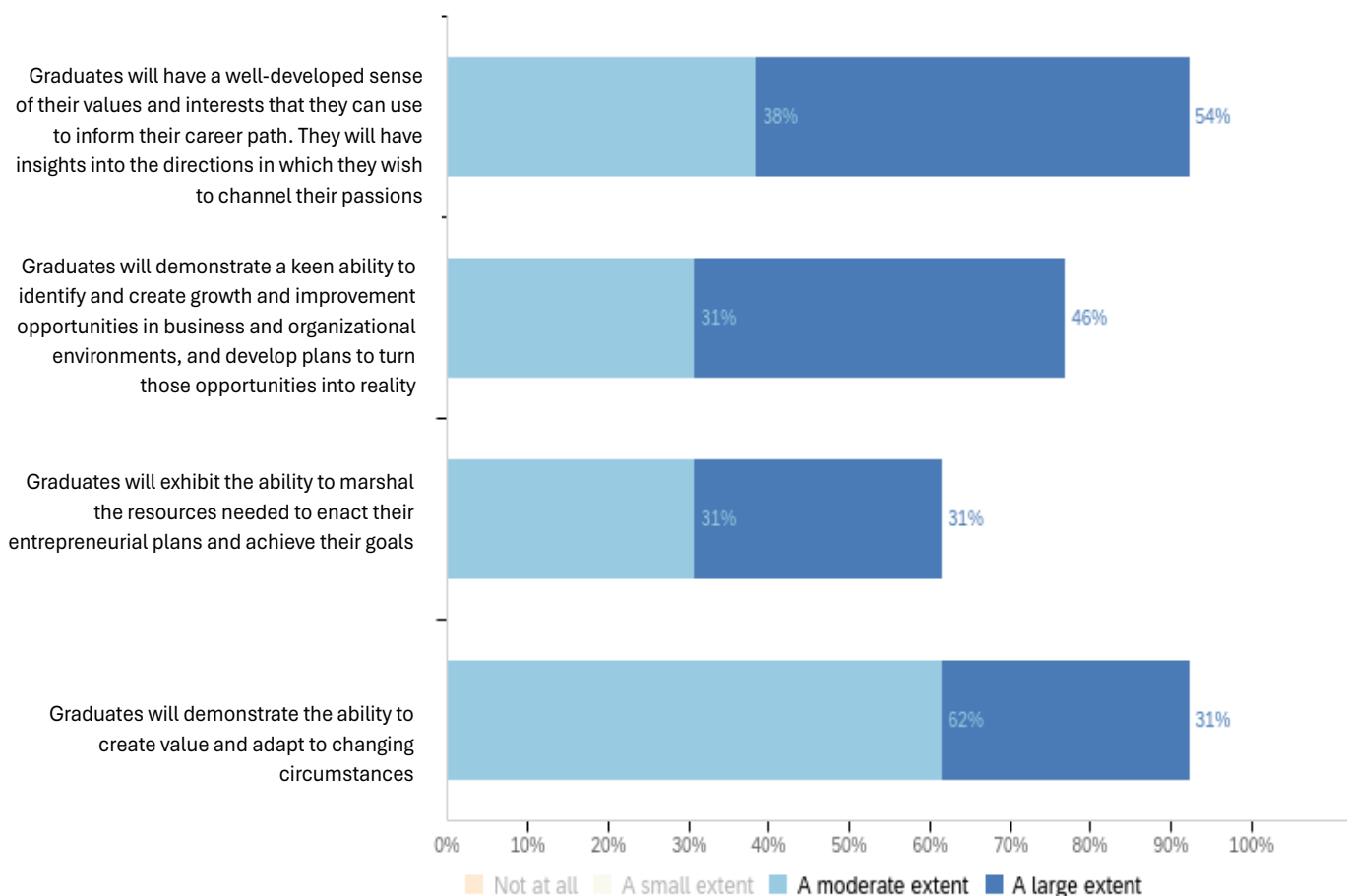
I feel we could do more in the way of integrating Social Entrepreneurship and the principles of responsible management in our curriculum.

QUESTIONS ON CHAPTER 4: EFFECTIVENESS OF INSTRUCTIONAL DELIVERY

Instructional Design and Delivery

Are appropriate opportunities provided to help students acquire the PLOs?

6. To what extent is KPU's Entrepreneurial Leadership program helping students develop the following Program Learning Outcomes?

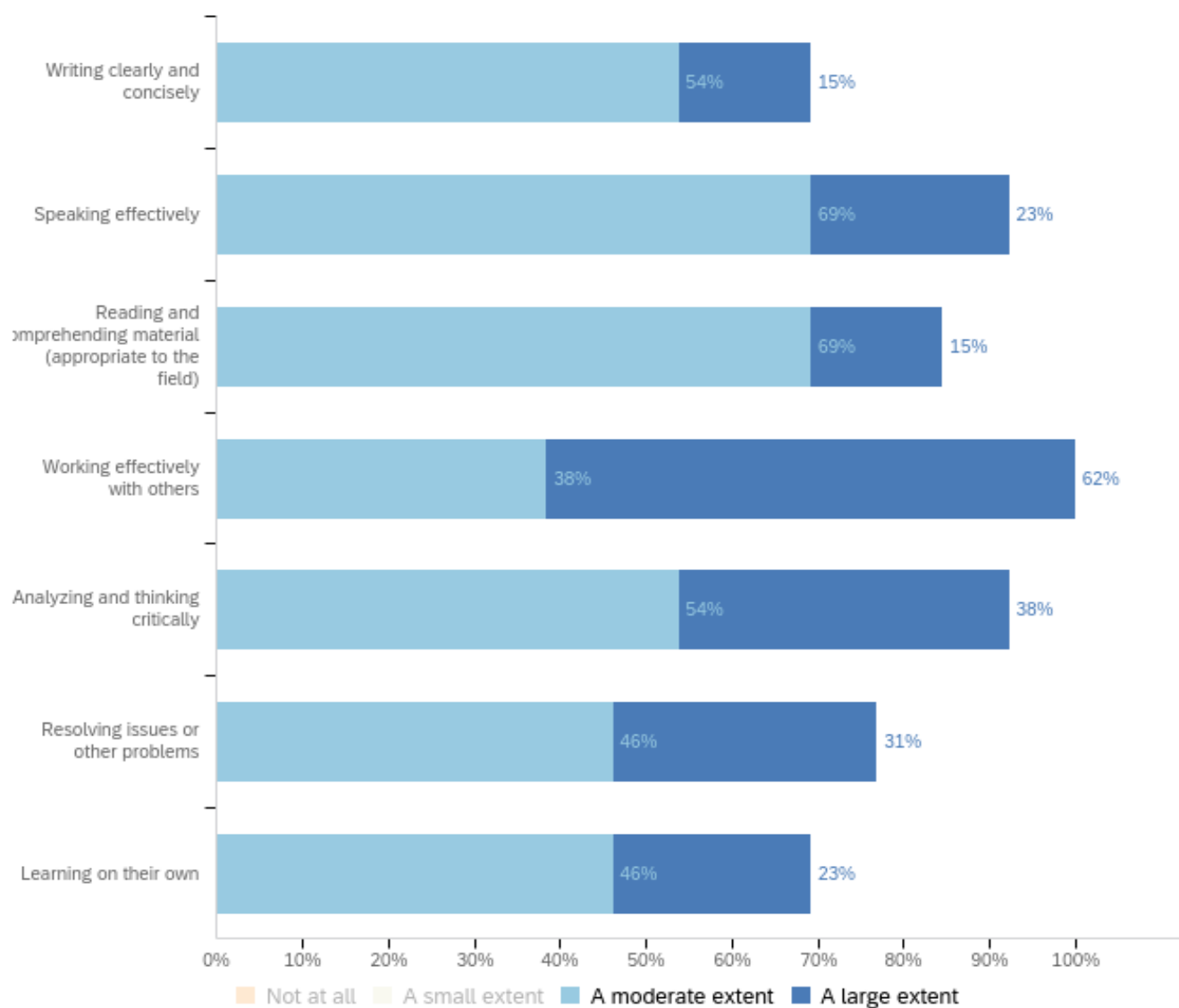


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Graduates will have a well-developed sense of their values and interests that they can use to inform their career path. They will have insights into the directions in which they wish to channel their passions.	0%	8%	38%	54%	13
2	Graduates will demonstrate a keen ability to identify and create growth and improvement opportunities in business and organizational environments, and develop plans to turn those opportunities into reality.	0%	23%	31%	46%	13
3	Graduates will exhibit the ability to marshal the resources needed to enact their entrepreneurial plans and achieve their goals.	0%	38%	31%	31%	13
4	Graduates will demonstrate the ability to create value and adapt to changing circumstances.	0%	8%	62%	31%	13

Are appropriate opportunities provided to help students acquire the essential skills?

7. To what extent is KPU's Entrepreneurial Leadership program helping students develop the following essential skills?

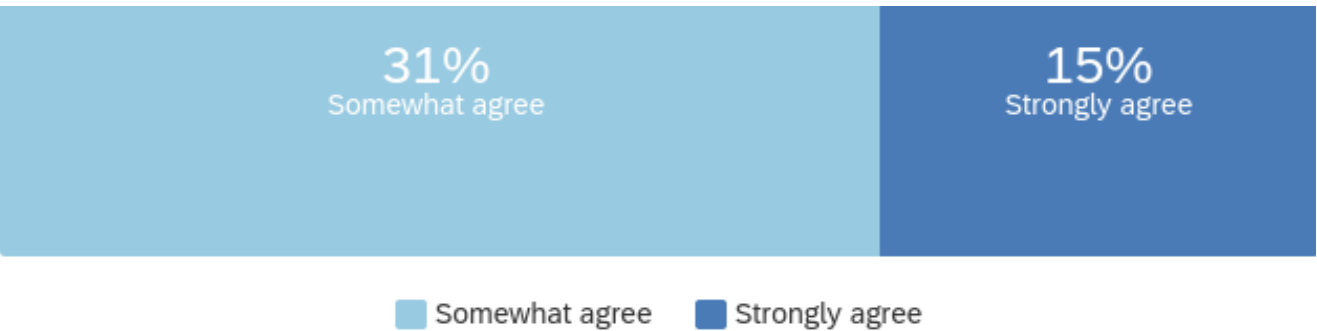


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Writing clearly and concisely	0%	31%	54%	15%	13
2	Speaking effectively	0%	8%	69%	23%	13
3	Reading and comprehending material (appropriate to the field)	0%	15%	69%	15%	13
4	Working effectively with others	0%	0%	38%	62%	13
5	Analyzing and thinking critically	0%	8%	54%	38%	13
6	Resolving issues or other problems	0%	23%	46%	31%	13
7	Learning on their own	0%	31%	46%	23%	13

Does the program design ensure students are prepared for subsequent courses?

8. Thinking of KPU's Entrepreneurial Leadership program as a whole, to what extent do you agree that the prerequisites offered prepare students for more advanced courses?

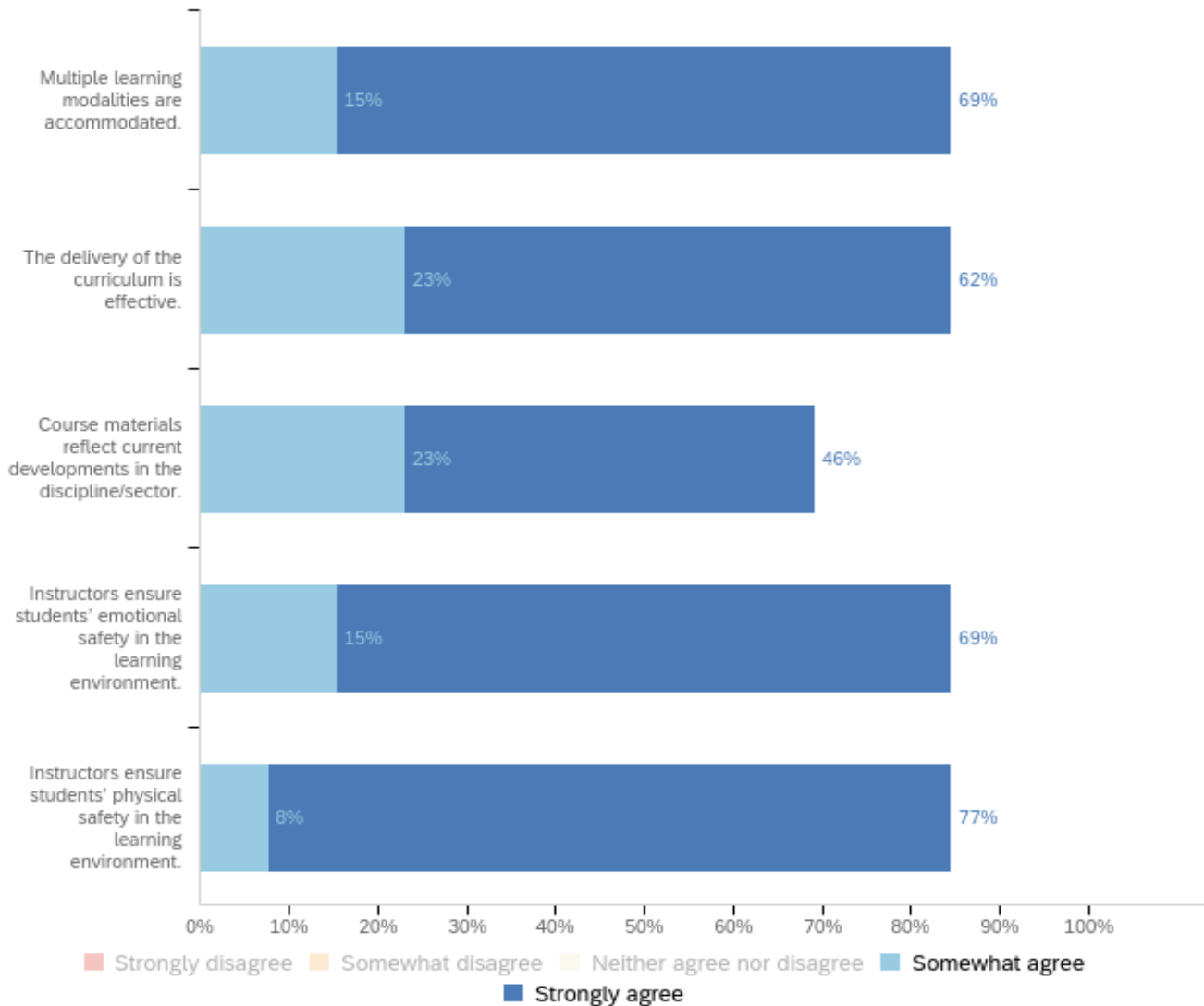


Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Thinking of KPU's Entrepreneurial Leadership program as a whole, to what extent do you agree that the prerequisites offered prepare students for more advanced courses?	Percentage
1	Strongly disagree	8%
2	Somewhat disagree	23%
3	Neither agree nor disagree	23%
4	Somewhat agree	31%
5	Strongly agree	15%
	Total number of respondents	13

Does the instruction meet the needs of diverse learners?

9. Thinking of how the program's courses are delivered, please indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	Multiple learning modalities are accommodated.	0%	8%	8%	15%	69%	13
2	The delivery of the curriculum is effective.	0%	15%	0%	23%	62%	13
3	Course materials reflect current developments in the discipline/sector.	0%	23%	8%	23%	46%	13
4	Instructors ensure students' emotional safety in the learning environment.	0%	0%	15%	15%	69%	13
5	Instructors ensure students' physical safety in the learning environment.	0%	0%	15%	8%	77%	13

10. Overall, how satisfied are you with the quality of instruction across the program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with the quality of instruction across the program?	Percentage
1	Very dissatisfied	8%
2	Somewhat dissatisfied	0%
3	Neither satisfied nor dissatisfied	15%
4	Somewhat satisfied	23%
5	Very satisfied	54%
	Total number of respondents	13

11. Thinking of how instruction is delivered across the program as a whole, please indicate the strengths of the program instruction.

The department and leadership(at all levels) support diverse pedagogical approaches and philosophies.
We have some very qualified faculty and I think that the BEF structure is appropriate but I find that the caliber of students sometimes falls short where discussion forums particularly in the first two years are difficult to maintain.
Innovative pedagogies. Student-focused and empowering pedagogies Very dynamic teachers
We focus on an experiential approach to learning which offers students the ability to be more hands on in business than other programs. We have a student-centered approach and focus on improving students' knowledge of learning outcomes
variety of options
Our diverse use of delivery models (both on-campus, online, and hybrid). Alternative assessment methods are proving to be very popular and effective for both instructors and students. Our use of group work and live in-class activities helps to develop social/emotional skills and immediate application of concepts.
Variety of tools and instructions that suits diversified learning approaches.
We have a number of faculty who are very skilled at delivery curriculum and who use scholarship to guide their practices. Perhaps new instructors or "old school" instructors are where we see the most gaps and lack of consistency with those instructors who have been leading the way in areas such as UDL, Ungrading, Open Pedagogy, etc.

12. Thinking of how instruction is delivered across the program as a whole, please provide any suggestions you have for improvements in program instruction.

The rooms are frustrating. There are too many tables to alter the rooms effectively, the screens are placed so that when a PP is used the room takes on a "sage on the stage" dynamic. Further flexibility with room set-up will facilitate active and engaging instructional approaches. It is great that the tables fold down, and the chairs are mostly on wheels. This is fantastic. But the next step is more white boards, more monitors or screens, or some kind of booking system that allows faculty to access rooms where this kind of set-up exists.

Tighter rules on English scores, a rethink of ENTR [Course Name Redacted], more investment in deeper ties to community projects and more entrepreneurial projects that serve community needs.

Students struggle in upper-level courses like ENTR [Course Names Redacted]. We need to prepare them better for those courses.

Not sure, I believe our department is doing our best to consistently improve

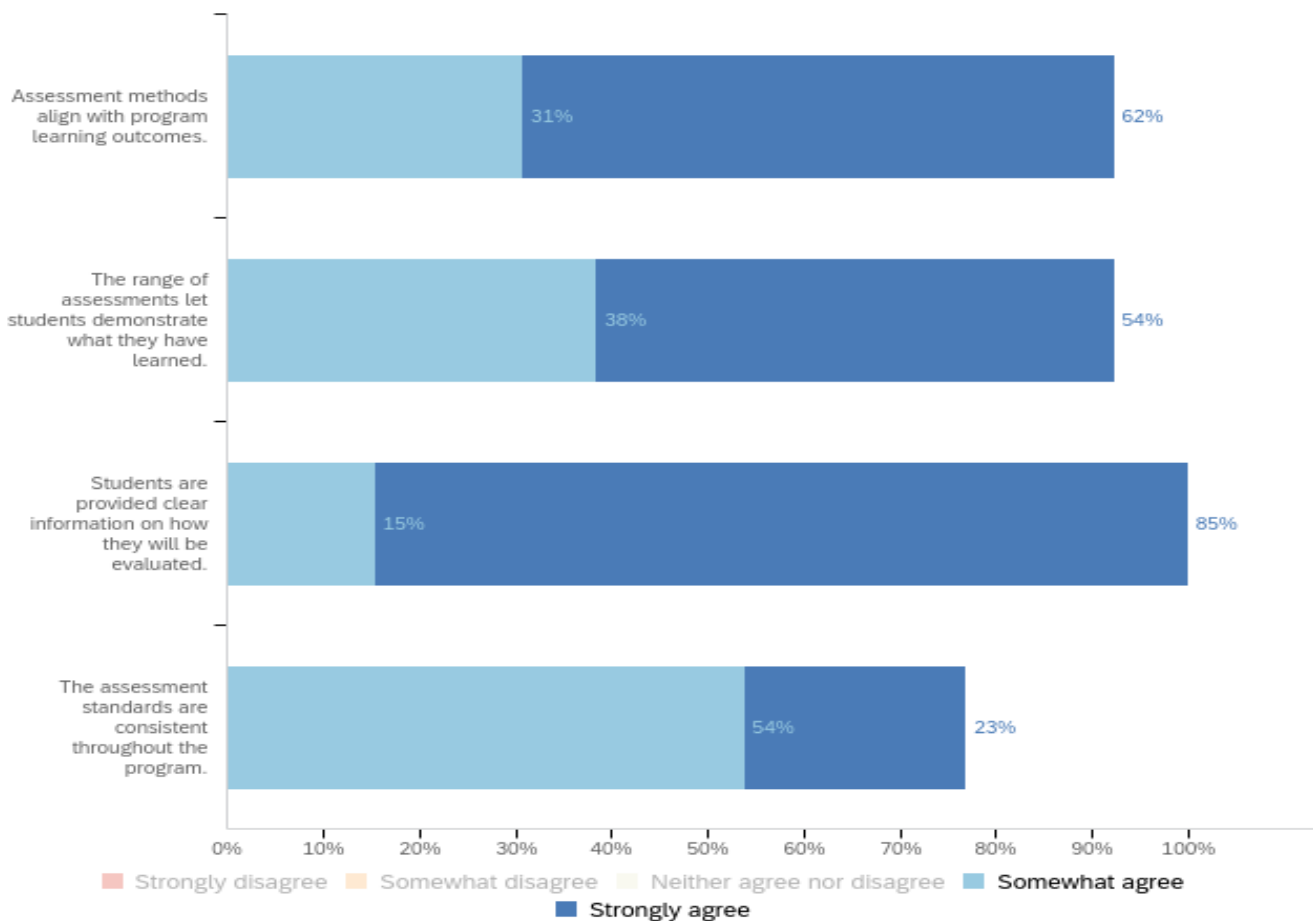
more in-person instruction regardless of students want as they don't know what is best for learning outcomes

I would like to see more opportunity for hybrid delivery options (some weeks online and some weeks on-campus). It would be ideal for instructors to have a greater opportunity to also address where overlaps of content/learning may be occurring in each course and/or which courses will cover specific skills/topics (somewhat like a program map). Admittedly, right now I'm not entirely clear on what skills each course focuses on developing.

I think we have to be more meticulous around new hires and ensure a strong fit with our department's cultures and values. I also think we need to show how high the bar has been set and to normalize those kinds of teaching standards across the department.

Do the assessment methods allow students to demonstrate to what extent they have achieved the learning outcomes?

13. Thinking of how learning is assessed in the program courses you teach, indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	Assessment methods align with program learning outcomes.	0%	8%	0%	31%	62%	13
2	The range of assessments let students demonstrate what they have learned.	0%	8%	0%	38%	54%	13
3	Students are provided clear information on how they will be evaluated.	0%	0%	0%	15%	85%	13
4	The assessment standards are consistent throughout the program.	15%	0%	8%	54%	23%	13

14. In a semester, how many of your courses would you want in each of the following delivery types?

#	Question	None of my courses	Some of my courses	Most of my courses	All of my courses	Total
1	Online	9%	55%	0%	36%	11
2	In-person on campus	18%	18%	45%	18%	11

15. Which of the following online course delivery types would you be interested in? Please select all that apply.

#	Answer	%	Count
1	All sessions of the course are synchronous (students have to participate at a specific time)	85%	11
2	All sessions of the course are asynchronous (students can participate when they want, as long as they meet deadlines)	23%	3
3	Course has a mixture of synchronous and asynchronous sessions	62%	8
4	Don't know	0%	0
	Total number of respondents		13

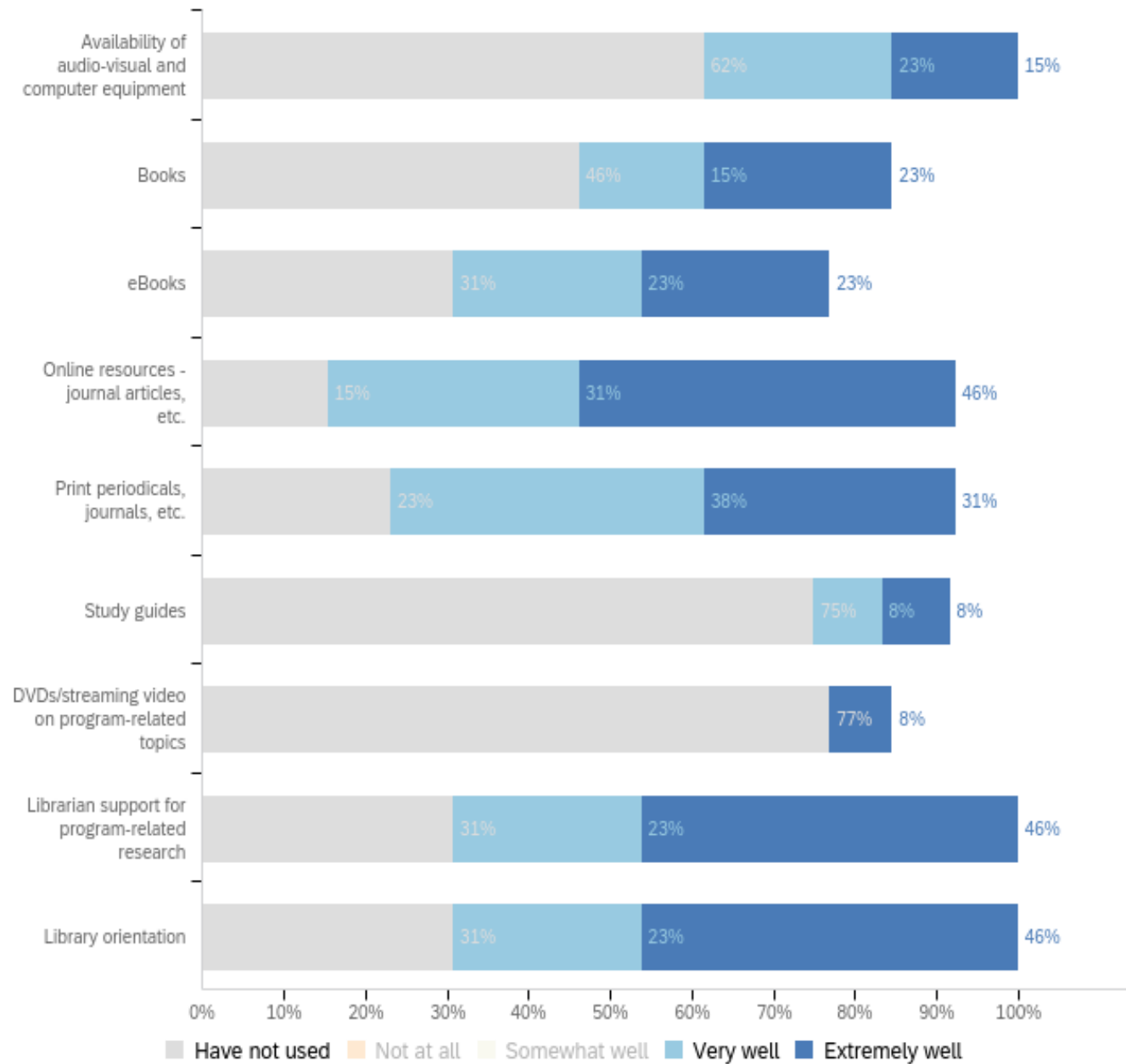
Note: The last row presents the total number of respondents. The total number of responses for this question is greater than the number of respondents. Therefore, the percentage total exceeds 100%.

QUESTIONS ON CHAPTER 5: RESOURCES, SERVICES AND FACILITIES

Program Resources, Services and Facilities

Does the program have the library and learning resources needed to deliver the curriculum?

16. How well are the following library resources meeting the program’s needs?

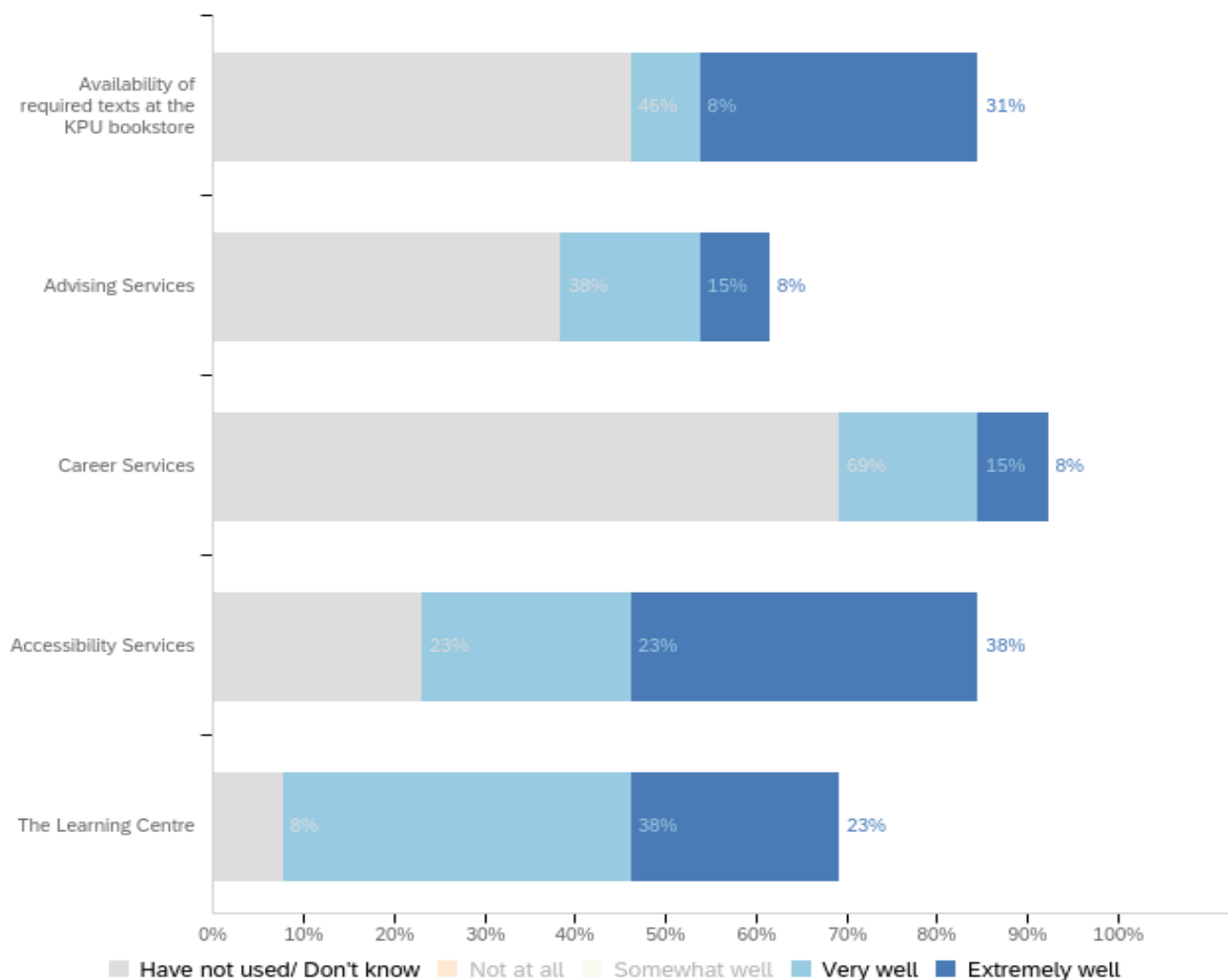


Note that “not at all” and “somewhat well” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “somewhat well” categories.

#	Question	Have not used	Not at all	Somewhat well	Very well	Extremely well	Total
1	Availability of audio-visual and computer equipment	62%	0%	0%	23%	15%	13
2	Books	46%	0%	15%	15%	23%	13
3	eBooks	31%	0%	23%	23%	23%	13
4	Online resources - journal articles, etc.	15%	0%	8%	31%	46%	13
5	Print periodicals, journals, etc.	23%	0%	8%	38%	31%	13
6	Study guides	75%	0%	8%	8%	8%	12
7	DVDs/streaming video on program-related topics	77%	8%	8%	0%	8%	13
8	Librarian support for program-related research	31%	0%	0%	23%	46%	13
9	Library orientation	31%	0%	0%	23%	46%	13

Does the program have the support services needed to deliver the curriculum?

17. How well are the following services meeting the program's needs?



Note that "not at all" and "somewhat well" categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the "not at all" and "somewhat well" categories.

#	Question	Have not used/ Don't know	Not at all	Somewhat well	Very well	Extremely well	Total
1	Availability of required texts at the KPU bookstore	46%	0%	15%	8%	31%	13
2	Advising Services	38%	0%	38%	15%	8%	13
3	Career Services	69%	0%	8%	15%	8%	13
4	Accessibility Services	23%	0%	15%	23%	38%	13
5	The Learning Centre	8%	0%	31%	38%	23%	13

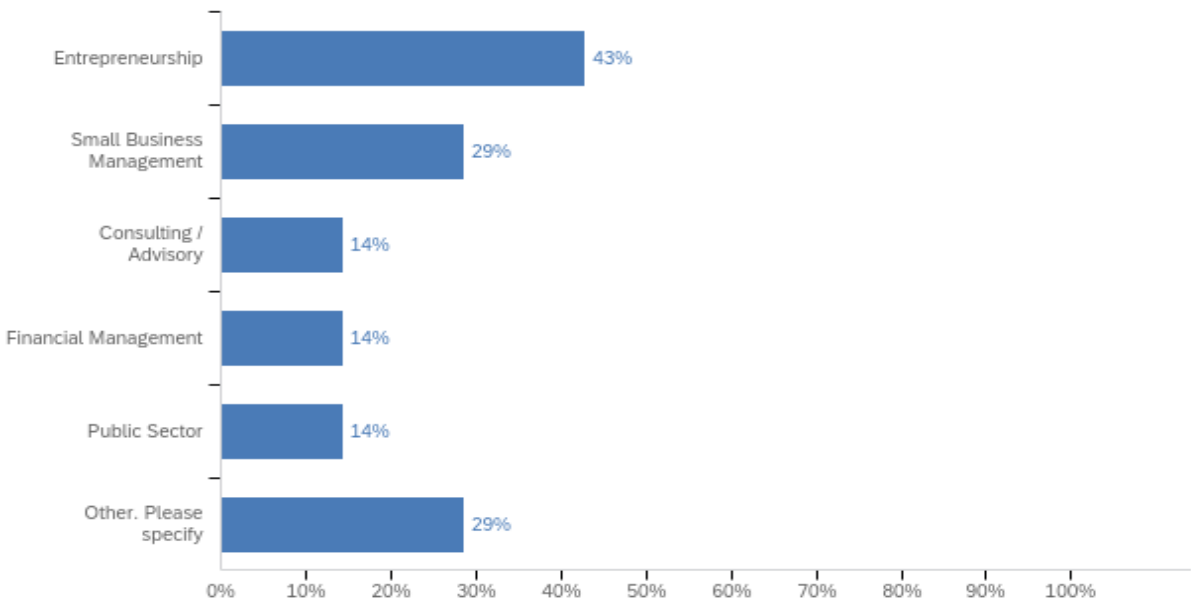
APPENDIX H: DISCIPLINE/SECTOR SURVEY

The discipline/sector survey was sent to 21 ENTR discipline/sector representatives. A total of 7 representatives responded. The response rate is 33%.

Note: The data includes open-ended comments. In order to preserve integrity and objectivity, OPA does not do value-judgment editing (i.e. we do not fix spelling errors, syntax issues, punctuation, etc.). Comments are included verbatim – with one exception: if individuals or courses are named, OPA redacts the name of the instructor or course. This rule applies to whether the comment is good, bad or indifferent.

About Your Organization/Role

1. Which sector best describes your organization/business? Select all that apply.



#	Answer	%	Count
1	Entrepreneurship	43%	3
2	Small Business Management	29%	2
3	Consulting / Advisory	14%	1
4	Financial Management	14%	1
5	Public Sector	14%	1
6	Health Care	0%	0
7	Nonprofit / Social Entrepreneurship	0%	0
8	Other. Please specify	29%	2
	Total number of respondents		7

Note: The last row presents the total number of respondents. The total number of responses for this question is greater than the number of respondents. Therefore, the percentage total exceeds 100%.

Other. Please specify - Text

Clean Tech

Real Estate Management

2. What is your current job title/role?

Product Designer Previous: Co-Founder/Director of Product

President and founder of my company.

Managing Broker

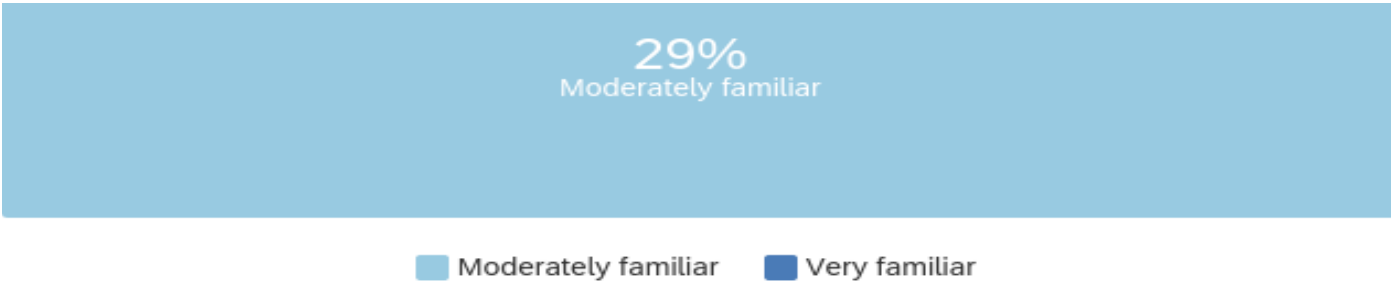
Founder & CEO

Founder

Director, Talent Acquisition

Director of Marketing and Branding

3. How familiar are you with KPU’s Entrepreneurial Leadership program?



Note that “not at all familiar” and “slightly familiar” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all familiar” and “slightly familiar” categories.

#	How familiar are you with KPU’s Entrepreneurial Leadership program?	Percentage
1	Not at all familiar	29%
2	Slightly familiar	43%
3	Moderately familiar	29%
4	Very familiar	0%
	Total number of respondents	7

4. When you think about KPU’s Entrepreneurial Leadership program, what are the top three characteristics that come to mind?

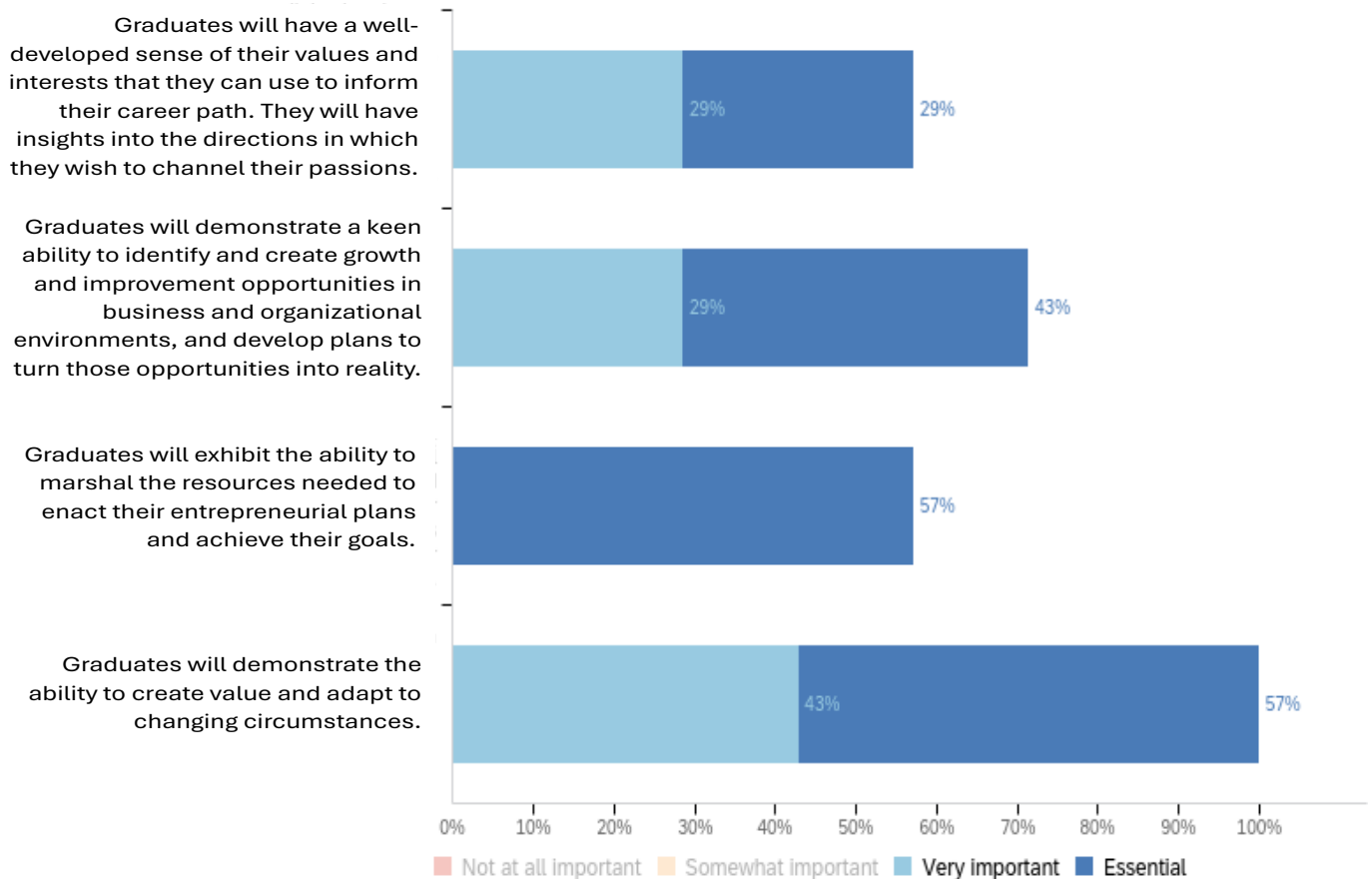
Characteristic #1	Characteristic #2	Characteristic #3
Resilency	Dedication	Passion
Practical	Connected	Grounded

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Program Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?

5. Considering the needs and expectations of your organization, how important is it for an entry-level employee to be able to demonstrate the following?



Note that 'Not at all important' and 'Somewhat important' categories are excluded from the chart. Use the frequency table below to review the proportion of 'Not at all important' versus 'Somewhat important' responses.

#	Question	Not at all important	Somewhat important	Very important	Essential	Total
1	Graduates will have a well-developed sense of their values and interests that they can use to inform their career path. They will have insights into the directions in which they wish to channel their passions.	0%	43%	29%	29%	7
2	Graduates will demonstrate a keen ability to identify and create growth and improvement opportunities in business and organizational environments, and develop plans to turn those opportunities into reality.	14%	14%	29%	43%	7
3	Graduates will exhibit the ability to marshal the resources needed to enact their entrepreneurial plans and achieve their goals.	0%	43%	0%	57%	7
4	Graduates will demonstrate the ability to create value and adapt to changing circumstances.	0%	0%	43%	57%	7

6. What other skills, training or knowledge should an entry-level applicant have to be hired into your organization?

Willing to learn, adopt and taking initiatives.

They need to have curiosity and flexibility in order to adapt to a rapidly changing market. They cannot be tied to the past too strongly. Case studies grow stale very quickly in the world today.

Technical competency is always an added bonus.

Strong interpersonal and communication skills. Strong adaptability and problem solving skills. Ability to learn and enact new skills and knowledge as needed to solve problems. Not taught from KPU, but extremely key to success: Passion & Drive

Self Reliance Self Motivation Critical thinking skills

For an entry-level applicant to be hired at our organization, the following skills, training, or knowledge would be beneficial: Technical Background: A strong foundation in chemistry, chemical engineering, materials science, or a related field is essential. Familiarity with sustainable technologies and green chemistry would be a plus. Data Analysis: Proficiency in data analysis tools and software, such as Excel, Python, or R, to analyze experimental results or optimize processes. Problem-Solving Skills: Critical thinking and the ability to solve complex problems related to material recovery and recycling are highly valued. Laboratory Experience: Hands-on experience with lab equipment, techniques, and safety protocols is important, especially for positions involving research and development. Project Management: Basic project management skills to handle smaller projects or assist senior team members. Communication Skills: Both written and verbal communication skills are crucial for collaboration, documentation, and presenting findings. Sustainability Mindset: Understanding of environmental regulations and sustainability trends, especially in metal recovery and recycling. Adaptability: Being open to learning and adapting to new technologies and methodologies. Additional certifications or knowledge in emerging technologies like AI or automation in the recycling and materials industry could also be beneficial.

7. What are the emerging trends in the sector that KPU Entrepreneurial Leadership students should be prepared for? These trends might include technology, sustainability, and innovation. Please be as specific as you are able to.

They need to be aware of how to leverage AI tools to maximize efficiency. I would expect an entry-level employee to be able to use these tools effectively and not waste my resources by not using them. Awareness of ESG and how it works in the real world would be an asset as well. I would want them to be able to see beyond greenwashing.

Learning about people and technology, with a focus on business fundamentals and the impact of AI on trends.

As new technologies become available as tools, entrepreneurs need the ability to identify and harness those that will help them advance/speed up/solution better. Automate/Delegate/Integrate

Artificial Intelligence, Data Science, Innovation, and resiliency/change management.

AI will be the most fundamental shift in our business over the next 10 years

AI Integration: Entrepreneurial leaders should understand AI tools for decision-making, customer service, and operational efficiency. Robotic Process Automation (RPA): Businesses increasingly use RPA to handle repetitive tasks, freeing up human resources for more complex work. Familiarity with RPA applications will be valuable. Green and Circular Economy Sustainable Business Models: There's a strong focus on sustainability, particularly with the circular economy. Entrepreneurs need to design products and services that reduce waste, reuse materials, and minimize environmental impact. Green Financing: Understanding green bonds, sustainability-linked loans, and other financing methods will be essential. Climate Tech, carbon Capture and Storage: Students should know how these technologies impact industries like energy, construction, and manufacturing. Renewable Energy Innovations: Solar, wind, and energy storage technologies are rapidly advancing. Knowing how to integrate renewable solutions into business operations will be a key competency. D-digital Transformation, understanding cloud architecture and edge computing will allow businesses to manage data more effectively and reduce latency. Blockchain, Entrepreneurs should explore how decentralized technology can create value in various sectors. E-Commerce Evolution Direct-to-Consumer (DTC) Models: Businesses are increasingly bypassing traditional retailers and selling directly to customers via digital platforms. Students should be prepared to engage with digital marketing strategies, influencer collaborations, and building strong online brands. Augmented Reality (AR) and Virtual Reality (VR): AR and VR are being used for immersive customer experiences, product demonstrations, and training. Entrepreneurial leaders should be able to leverage these technologies in sectors like retail, education, and real estate. Social Impact and ESG (Environmental, Social, Governance) Purpose-Driven Business: There is growing demand for businesses to operate with a social mission, with strong ESG practices. Entrepreneurs will need to understand how to embed social and environmental responsibility into their business models. Diversity and Inclusion Initiatives: Creating diverse and inclusive workplaces is becoming a central business goal. Knowledge of inclusive leadership, workplace culture, and fair hiring practices will be necessary. Supply Chain Innovation Supply Chain Resilience: Due to global disruptions, businesses focus on creating more resilient and transparent supply chains. Entrepreneurial leaders should be familiar with mitigating risks and utilizing digital tools like IoT (Internet of Things) for real-time tracking. Local Sourcing and Manufacturing: There is a shift towards localizing production to reduce carbon footprints and dependency on global

supply chains. Health Tech and Bio-InnTelemedicine and Remote Health: The health industry is shifting towards remote consultations and telemedicine. Entrepreneurial leaders entering health-related fields should be versed in digital health technologies and data privacy concerns. Biotechnology Advancements: Breakthroughs in gene editing (e.g., CRISPR), regenerative medicine, and synthetic biology offer new business opportunities, especially in healthcare and agriculture. By staying informed about these trends, KPU Entrepreneurial Leadership students will be better equipped to innovate and lead in the evolving business landscape.

QUESTIONS ON CHAPTER 4: EFFECTIVENESS OF INSTRUCTIONAL DELIVERY

Career and Further Education Preparedness

Are graduates of the program successful?

8. Which of the following best describes your previous experience with students and/or alumni in KPU's Entrepreneurial Leadership program? Please select all that apply.

#	Answer	%	Count
1	I have worked with KPU Entrepreneurial Leadership students on class projects.	17%	1
2	I have hosted KPU Entrepreneurial Leadership co-op students.	17%	1
3	None of the above	33%	2
4	I have worked with KPU Entrepreneurial Leadership alumni.	33%	2
	Total number of respondents		6

9. Based on your experience, how prepared were the KPU Entrepreneurial Leadership co-op students to work in your organization?

Too few responses to report.

10. Based on your experience, how prepared were the KPU Entrepreneurial Leadership students you worked with on class projects?

Too few responses to report.

11. Based on your experience, how prepared were the KPU Entrepreneurial Leadership alumni to work in your organization?

Too few responses to report.

12. Please comment on how well the program is preparing students for work.

Pretty good, however some of the business behaviors tend to be missing when it comes to professionalism. A lot of students need to be reminded of not being on their phones, turning their cameras on, engaging virtually.

I think things in the real world are a lot more messy than the students are expecting. I think they expect us experienced entrepreneurs to have everything figured out but often, we're in MVP mode for a LONG time.

From my experience graduates have a solid foundation of business skills.

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Program’s Connections

Does the program have the connections to the discipline/sector to remain current?

13.How satisfied are you with the opportunities you have to stay connected to KPU’s Entrepreneurial Leadership program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	How satisfied are you with the opportunities you have to stay connected to KPU’s Entrepreneurial Leadership program?	Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	0%
3	Neither satisfied nor dissatisfied	17%
4	Somewhat satisfied	50%
5	Very satisfied	33%
	Total number of respondents	6

14.What can KPU’s Entrepreneurial Leadership program do to build better connections with the discipline/sector?

KPU's Entrepreneurial Leadership program can take the following steps: 1. Develop Strategic Partnerships with Industry 2. Create Experiential Learning Opportunities 3. Facilitate Networking and Professional Development 4. Leverage Applied Research and Innovation 5. Integrate Real-World Expertise into Curriculum

Continue to engage where there can be information sessions or other ways to engage one on one with students.

Provide students with more opportunities to chat with advisors in the industry. Communication is key and increasingly important in the age of generative AI.

I think it would be great to see Entrepreneurship students get more involved in the Impact business space. With B Corps, Buy Social Canada businesses and in future, to get involved with the Canadian Impact Chamber of Commerce when it launches.

15.Please rate your level of interest in participating in projects that connect program students with the industry or sector.

#	Please rate your level of interest in participating in projects that connect program students with the industry or sector.	Percentage
1	Not at all interested	0%
2	Somewhat interested	67%
3	Very interested	33%
	Total number of respondents	6

16. Please share any project ideas you have to connect program students with the industry.

n/a
Pitching events and practical business fundamentals.
I would want to get students working on pro bono projects that firms like mine take on to magnify the impact we can have.

BUSINESS EDUCATION FRAMEWORK:**The Five Learning Aims (Goals) and accompanying Student Learning Outcomes (SLO):**

	<u>New Code</u>	<u>Courses</u>
1. Business Competency - Graduates will be able to assess business or organizational situations and information to make appropriate decisions and plan out sensible actions to put their company, organization or team in a more optimal position.		
<ul style="list-style-type: none"> SLO 1 (Foundation Level): Graduates will demonstrate knowledge of how value is created, sustained and developed by an organization through the integrated business functions. 	BC-F	
<ul style="list-style-type: none"> SLO 2 (Practiced Level): Graduates will apply knowledge pertaining to the core functional areas of business as a means to formulate and implement decisions intended to achieve organizational goals. 	BC-P	BUSI 2425
<ul style="list-style-type: none"> SLO 3 (Mastered Level): Graduates will take strategic, integrative, and innovative business approaches to create value in an increasingly global environment. 	BC-M	ENTR 4200
2. Financial Literacy and Economic Competency - Graduates will maintain and apply a broad understanding of financial management principles to ensure decisions are fiscally sound and responsible.		
<ul style="list-style-type: none"> SLO 1 (Foundation Level): Graduates will demonstrate knowledge of financial and economic theories, reporting and markets to explain the financial position of an organization. 	FE-F	ACCT 1210, ACCT 2293
<ul style="list-style-type: none"> SLO 2 (Practiced Level): Graduates will apply and evaluate fundamental principles of economics, finance and financial accounting to make informed business decisions and personal finance decisions. 	FE-P	ECON 1150, ACCT 3380
<ul style="list-style-type: none"> SLO 3 (Mastered Level): Graduates will assess organizational situations, develop and evaluate alternatives using cost-benefit thinking to set priorities and evaluate performance against set plans and goals. 	FE-M	ACCT 3320, ENTR 3120
3. Communication Competency – Graduates will communicate effectively through listening, understanding, speaking, and writing with clarity to communicate complex matters to a variety of stakeholders.		
<ul style="list-style-type: none"> SLO 1 (Foundation Level): Graduates will write and present in an organized, purposeful and clear manner using appropriate business vocabulary and grammatically correct usage. 	CC-F	
<ul style="list-style-type: none"> SLO 2 (Practiced Level): Graduates will develop concise and engaging communications by integrating data and visuals to enhance persuasive professionally written and oral presentations in business and workplace contexts. 	CC-P	CMNS 1140
<ul style="list-style-type: none"> SLO 3 (Mastered Level): Graduates will be able to conceive and defend insights from their analytical, critical and reflective thinking and research to communicate complex and specific (written or verbal) messages appropriate for the audience in business and workplace contexts using the appropriate medium. 	CC-M	CMNS 3000
4. Thinking and Decision Making Competency – Graduates will leverage analytical and problem-solving skills, their capacity for innovative and integrative thought, as well as both divergent and convergent thinking to identify and manage strategic actions.		
<ul style="list-style-type: none"> SLO 1 (Foundation Level): Graduates will demonstrate knowledge of how to use and interpret quantitative and qualitative management science techniques as they apply to business problems. 	TD-F	
<ul style="list-style-type: none"> SLO 2 (Practiced Level): Graduates will apply appropriate quantitative and qualitative management science models to effectively analyze and draw conclusions on business situations in order to make recommendations. 	TD-P	BUSI 2425
<ul style="list-style-type: none"> SLO 3 (Mastered Level): Graduates will be able to conceptualize complex situations (data, problems, opportunities) in order to formulate and appraise innovative solutions. 	TD-M	ENTR 4200
5. Professionalism and Workplace Effectiveness – Graduates will leverage an understanding of personal accountability to manage self, support inter-personal relationships while exemplifying ethical behaviour and workplace conduct at the individual, team and organizational level.		
<ul style="list-style-type: none"> SLO 1 (Foundation Level): Graduates will demonstrate knowledge of key intra-personal behaviours to understand how to effectively execute team-based activities within professional ethical norms. Students will demonstrate empathy, strong citizen behaviour and organizational awareness. 	PW-F	
<ul style="list-style-type: none"> SLO 2 (Practiced Level): Graduates will apply knowledge of intra-personal behaviours and competencies to develop self-management strategies to facilitate strong individual, team and organizational outcomes in a professional and ethical manner. 	PW-P	BUSI 2405
<ul style="list-style-type: none"> SLO 3 (Mastered Level): Graduates demonstrate the ability to self-reflect, and develop effective strategies to manage others' self-awareness at the individual, team and organizational level to support improved performance within the context of multi-dimensional ethical criteria. 	PW-M	ENTR 3110, HRMT 3115

REPORT: Entrepreneurial Leadership BBA

OVERALL ASSESSMENT:

Please provide a brief assessment of the Self-Study Report under review and an overall recommendation.

Reviewer #1: Thank you to the program review team members for presenting the BBA in Entrepreneurial Leadership through their Program Review Self-Study Report. The passion for and confidence in the program are evident throughout the report. However, some key information to help the reader better understand the context, rationale, and scope of the program, was not included. Much of the content aligned with the KPU program page, which may help potential students decide to enroll, but it lacked essential elements needed for a reviewer to fully assess the program's depth and breadth. Please see below for comments, feedback, and suggestions.

Reviewer #2: The report needs to provide a fuller analysis of the program's curriculum. The discussion lacked any specifics of how students move through the program.

I found the discussion of program learning outcomes similarly lacking in specifics, and the PLOs themselves were so vague that it is hard to tell how a student's skill set would be different before and after taking the program.

It would also be good to include more specific information on faculty qualifications and industry experience, since there is an emphasis on applied learning and industry connections in the program.

There was some good feedback provided by students, alumni, and the sector survey that the report could more fully address. For example, there appears to be a tension between technical knowledge needed in a field and the need for entrepreneurial skills.

The need for attention to decolonization was similarly under-addressed so that it was not clear whether the subject was mentioned because the program is interested in moving ahead or because it was required as part of the program review. The program could truly be transformative in moving relationships forward with Indigenous businesses if that were a priority.

The section on essential skills was strong, and seemed to be firmly grounded in data.

There are several references to a program renewal that took place in the past but no full discussion of it is provided (why or what it changed, for example). Perhaps this renewal could be discussed more fully in the "issues for program review" section.

Reviewer #3: I have made some recommendations for the program to consider to before this self-study report is discussed at the upcoming SSCPR committee meeting. Further, I have also made a few other recommendations for the program to consider post program review to further assist with program changes.

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

- ☐ Recommend for approval by the SSCPR as is
- ☒ Reviewer #1 & #3: Recommend for approval by the SSCPR pending further action (see below)
- ☒ Reviewer #2: Recommend return to the Program for major revision
- ☐ Recommend for rejection by the SSCPR

Direction for Reviewers: Determine if the criterion for each chapter is fully addressed according to the standard.

CHAPTER 1: Program Overview

Criterion: This chapter provides an overview of the program, its purpose, and the scope of the review.

Standard: The Chapter clearly describes the program, its purpose, and the scope of the current review.

THE CHAPTER:

☐ **Meets the Standard**

Additional Comments (if necessary):

[Click here to enter text.](#)

☒ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

Reviewer #1:

- 1) **1.1 – Laddering.** Although information is found under Chapter 2 – Pathways to Further Study – about articulation agreements through BCCAT, as well as options for further studies such as an MBA or a Master of Science in Management, a description of laddering is not provided. Please elaborate on the ENTR educational pathway that allows students to progress through successive levels of credentials, such as certificates, diplomas, and degrees, while carrying forward the credits they have earned.
- 2) **1.3 – Program Purpose.** This section needs additional information for clarity and flow: a) Add details of the ENTR revisions – year, main changes, outcomes. b) Add a list of the Program Learning Outcomes when introducing the themes. c) Add the mission of Melville School of Business and the accurate vision statement of KPU. d) Describe the main stakeholders and how the program meets their needs (students, community, KPU). e) Describe unique aspects of the program.
- 3) **1.4 – Issues for Program Review.** Please clarify what are the <potential adjustments> that will be addressed in the program review.
- 4) **1.4 – Issues for Program Review.** The 'Business Education Framework': please add, explain, clarify or reference such framework.

Reviewer #2: See above comments on references to “program renewal”

Reviewer #3: Section 1.1 (Page 4) Admission Requirements & Laddering: There is no mention about the laddering of the program. The curriculum map provided highlights themes and the laddering of the program. I recommend that a brief paragraph be included here discussing how first to fourth year course are scaffolded across the themes at minimum.

CHAPTER 2: Curriculum Review

Criteria: This chapter provides a clear profile of the program graduates, relevant program learning outcomes, and a curriculum mapping assessment that adequately identifies any gaps in the program's curriculum.

Standard: The Chapter contains data-supported assessments and recommendations.

THE CHAPTER:

☐ **Meets the Standard**

Additional Comments (if necessary):

[Click here to enter text.](#)

☒ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

Reviewer #1:

2.1 Pathways to Employment.

A list of potential pathways to employment is included however it is not clear how the program is built to prepare the graduates for these jobs.

Explain the role and benefit of the ACBSP accreditation.

Provide a description of your Program Advisory Committee and their influence on your program.

The Discipline Sector respondents 'noted that experience in pitching business concepts and solving problems for non-profit would be of value' yet this is not found in your list of recommendations; please explain.

Pathways to Further Study. Is BCCAT a 'membership' organisation? Please expand on the laddering opportunities.

Pathways to an enriched civic and personal life. You stated what students can do towards an enriched civic and personal life; please explain how your program helps students to make more informed decisions about what they can do.

On page 11 of the Self-study a textbox with two recommendations is provided. These recommendations appear to be misplaced as they do not relate to Sections 2.1 or 2.2

(ex. 1. Consider adding prerequisites)

or appears to contradict Sections 2.1 or 2.2

(ex. 2. Integrate more experiential learning - top of page 10 describes experiential opportunities and co-op placements, and top of page 10 describes startup challenges and pitching business ideas, with 'experiential learning taking place throughout the whole program').

2.3 Program Learning Outcomes – This section is repeated from section 1.3, except for the last short paragraph. Please provide a list of each Program Learning Outcomes (PLO), indicating if they are correct, new or modified.

Results of Curriculum Assessment – Although this section starts by mentioning an analysis of the curriculum map, no such analysis is provided; please provide the analysis and the relevant student feedback that transpired into the gaps identified. The last part of the second point (Point 2.) of the gaps identified is not understandable: *but is not courses adequately preparing students for advanced courses.*

Recommendations, Page 13 – The fourth recommendation is repeated on Page 15. Please provide background information and evidence to support the last recommendation about differentiating between intra- and entrepreneurship.

Reviewer #2: As mentioned above, this chapter needs to provide a discussion of the various ways in which students move through the program, and how they are able to meet the program learning outcomes. I would also suggest that the program learning outcomes from the appendix appear in the SSR itself as part of the discussion. Because the discussion of curriculum is so limited, it is hard to see what the results of the curriculum assessment are based on.

Under Pathways to an Enriched Civic and Personal Life, I found the pieces about personal development and maintaining health and wellness, while important, rather less than central to the specific education provided by the program. It seems to me that one does not need an ENTR degree to participate in these aspects of society.

Reviewer #3:

Section 2.2 (page 11) Skills Development Recommendations – I have no concern with the recommendation “to add or suggest prerequisites for upper-level courses”. However, this recommendation should be made based on gaps resulted through the IDA analysis in the curriculum map. I suggest that this recommendation be removed from this section (2.2) and retain this same recommendation that is repeated under recommendations in “results of curriculum assessment” in page 13. The sentence presented as “item 2” in page 12 “A lack of prerequisites in the program structure has resulted in more accessibility of courses but is not courses adequately preparing students for advanced courses” does not provide any evidence to substantiate the nature of this concern. It is merely a claim (Valid one). I recommend using the results of the IDA analysis in the curriculum map and provide at least a couple of examples at what point in the program that this issue becomes a concern. Look at the transition of the program from year 2 to year 3. These is typically a pain point when most programs face concerns of lack of preparedness for higher level skills. I see this depicted in your curriculum map. When creating prerequisites, the program can also consider making certain courses required in year two and then use less restrictive types of prerequisites such requiring students to complete a certain number of credits before they take third year courses.

Section 2.3 (Page 11) Program Learning Outcomes – the explanation in this section provides a good context explaining the themes the program. However, there is only a single statement that refers to PLOs of the program. The expectation here is to review the current PLOs in the context of the competencies and skills and provide a rationale as to why the program claims the current PLOs are current and still relevant. I recommend expanding paragraph 4 in section 2.3 (in page 12). I also did not see the current PLOs of the program listed anywhere in the report or the appendices. I recommend the program to add all the PLOs in the appendix of the self-study report.

Section 2.3 – Results of Curriculum Assessment – There are several misalignments and gaps in your curriculum map that is worthy of addressing. While you don't need to address them here at this point of time, I recommend that you identify these when the program review moves into “program change” stage.

Curriculum Map in Appendix – the curriculum map that is included in the appendix does not have PLOs listed in the top row. Instead, I see that the program has included themes. PLOs are required to be added in the first row to make sense of the IDA analysis where you plot PLOs against courses/CLOs in the program.

To get the most from your curriculum map, I recommend that you consider the feedback provided by TL Commons on identify explicit and implicit intersections in the curriculum map with an intersection count for I, D & As. While you can do this at a latter point (post self-study phase), I highly recommend this so that you will notice gaps and misalignments of your program more clearly that can be addressed during program change.

CHAPTER 3: Program Relevance and Student Demand

Criteria: This chapter adequately assesses program's relevance, faculty qualifications and currency, connections to the discipline/sector, and student demand.

Standard: The Chapter contains data-supported assessments and recommendations.

THE CHAPTER:

☐ **Meets the Standard**

Additional Comments (if necessary):

[Click here to enter text.](#)

☒ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

Reviewer #1:

3.1 – Relevance - It would be helpful to the reader if the PLO's were included at the beginning of this section.

The last statement on page 15 seems to lead to the need for a few recommendations - *Faculty also suggested the need for better alignment in teaching methods and clearer prerequisites for advanced courses, indicating that while the department has the foundational expertise, some enhancements in curriculum focus and delivery would further strengthen the program.* – yet only one recommendation on prerequisites is made. There is no recommendation to address the topics of teaching methods; please provide rationale or include a recommendation.

On page 18 of the report, there is a recommendation to: *Develop shorter and more flexible citations, certificates, stackable credentials, and a minor in entrepreneurship to attract students seeking flexibility.* Please provide rationale and evidence to support this recommendation.

Reviewer #2: As mentioned, a fuller discussion of faculty qualifications and specific industry experience would be really helpful here. Readers should not have to flip to the appendices to see details.

Qualifications of faculty are central to the program, not peripheral to it. Also, sometimes programs provide lists of the specific PD faculty have done (coaching certifications, etc.) which can be really helpful in informing us of the program's currency.

Also of note is that 40% of students say they enter the program for a specific career. This seems notable, since the program is not meant to do that. Is this a matter of confusing messages in marketing the program?

CHAPTER 4: Effectiveness of Instructional Delivery

Criteria: This chapter adequately examines the effectiveness of the instructional design and delivery of the program and student success.

Standard: The Chapter contains data-supported assessments and recommendations.

THE CHAPTER:

☒ **Meets the Standard**

Additional Comments (if necessary):

☒ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

Reviewer #2: Under 4.2, student success (2nd paragraph) there is a remark about student progression: "this is likely a late effect of the previous program structure and offering." Could you expand on this statement?

CHAPTER 5: Resources, Services and Facilities

Criteria: This chapter adequately assesses program's resources, services, and facilities from both the student and faculty perspective.

Standard: The Chapter contains data-supported assessments and recommendations.

THE CHAPTER:

☒ **Meets the Standard**

Additional Comments (if necessary):

Reviewer #1: On page 23, under Recommendations, please clarify if the first two recommendations fall within the control of the program: upgrading the classroom facilities and investing in specialized technology. If not, it is recommended that the program should seek relevant support from the institution.

☐ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

[Click here to enter text.](#)

CHAPTER 6: Conclusions and Recommendations

Criterion: This chapter summarizes the conclusions drawn from the evidence gathered in the program review.

Standard: The Chapter contains data-supported recommendations.

THE CHAPTER:

☒ **Meets the Standard**

Additional Comments (if necessary):

[Click here to enter text.](#)

☐ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

[Click here to enter text.](#)

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 #)
Although this list is relatively long, the entire document would benefit further from a thorough spelling, grammar, syntax, punctuation review. Additionally please opt for consistent use of either Canadian or US spelling.
p. 4 several typos and the program name should be spelled out. Para. 1.2 needs revision for clarity.
Page 4 – 1 st paragraph under 1.2 Program Department – 1 st sentence – The ENTR program is led by a the Dean
Page 4 – 1 st paragraph under 1.2 Program Department – 3 rd line – Melville School of business (the first sentence of the paragraph capitalizes the word Business -
Page 4 – 1 st paragraph under 1.2 Program Department – last sentence – no comma in cross-,pollination
Page 4 – Under “The program values are” – verify the grammar of ‘pedagogies’
p.5 it’s should be its and there is a mismatch between the syntax of the list under teaching excellence
Page 5 – top line – verify the grammar of ‘energies’
Page 5 – Under 1.3 Program Purpose – on four simple, instead of in four simple
p. 6 misspelling of intrapreneurship
p. 6 last point needs a complete sentence. Suggest adding “can be a good choice for further education.”
Page 6 – bottom of the page – incomplete sentence or improperly structured sentence
Page 7 – 3rd paragraph – original research – seems redundant
Page 8 – Under Speaking Effectively – 2nd paragraph – need for a space between 4251 and are
Page 8 – Under Reading and Comprehending Material – numerous errors: student’ (does not require ‘, courses includes (no s to include), materials, such as (needs a comma between materials and such, submission (needs an s)
Page 9 – 3rd paragraph – 8th line – missing an a to the word allow
Page 10 – 2nd paragraph – four-month has an extra space
Two paragraphs on p. 11 are identical to two paragraphs on p. 5. It does not seem necessary to have this information repeated.
Page 12 – Under Results of Curriculum Assessment - #2. – incorrectly structured sentence or choice of words make the sentence difficult to understand if not illegible

Minor Edits (page #)
p. 13 in the recommendations box, point 4 needs to be revised to say "Partner with . . . <i>to ensure</i> teachings are culturally grounded, etc."
Page 14 – 2nd paragraph – acumen is misspelled / surprised is misspelled / surprised by instead of with?
Page 14 – last paragraph – Aaumni is misspelled
p. 15, see above re p. 13
Page 16 – last line – restrictions to international students – verify if it should be 'on' international students
p. 19, misspellings of available
Page 20 – second to last paragraph – subsequent course should be subsequent courses
Page 24 – Face to Face – should be face to face
p. 25, see above on p. 13
Overall: Numerous, too many to list, misuses of commas

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Agenda Number: 6.5

Meeting Date: *October 1, 2025*

Presenter(s): *Catherine Schwichtenberg*

AGENDA TITLE: Election of Committee Chair

ACTION REQUESTED: Information

RECOMMENDED RESOLUTION

Context and Background

Catherine Schwichtenberg, Vice-Chair of Senate, provided notice of election at the June 25, 2025 meeting.

Key Messages

1. All Senators and voting members who are members of the Senate Standing Committee are eligible to be elected as committee chair.
2. The chairs of senate standing committees are normally elected for a three-year term beginning in September.
3. This election is for the term September 1, 2025 – August 2028.
4. Senators will be elected for a three-year term or for the term remaining in the Senator's term on Senate, whichever is shorter.
5. A member will be elected for a three-year term or for the term remaining in the member's term on the Committee, whichever is shorter.
6. The Vice-Chair of Senate will conduct the election.

Attachments

1. SSC Chair and Vice-Chair Responsibilities
-

Submitted by

Ruby Gupta, Administrative Assistant, University Senate

Date submitted

September 8, 2025

**Senate Standing Committee
Chair and Vice-Chair
Responsibilities**

Workplan

- In consultation with the Vice-Chair of Senate, develops a draft annual workplan for the committee
- Finalizes the workplan with the committee
- Submits agenda items
- Ensures the committee receives necessary information in a timely fashion

Meeting Preparation

- Reviews documents submitted to Senate Office.
- Advises proponent and senate staff of any changes needed before the documents can proceed to committee
- Approves the draft agenda and supporting materials for distribution to the committee
- Cancels scheduled meetings as needed

Meeting

- Conducts the committee meetings.

After the meeting

- Reviews and edits draft minutes prepared by senate staff
- Advises on next steps for action items
- Emails members their action items
- Reviews attendance of committee members

Reports to Senate

- Prepares report for Senate to inform the Senate of current committee issues and activities
- Writes one-page report for the Senate Annual Report
- Other duties as required by individual standing committees.

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Agenda Number: 7.1

Meeting Date: *October 1, 2025*

Presenter(s): *Fergal Callaghan*

AGENDA TITLE: COMMITTEE MANDATE AND MEMBERSHIP REVIEW

ACTION REQUESTED: Discussion

Context and Background

On September 19, 2021, the Senate Governance and Nominating Committee (SGNC) discussed the importance of having each committee annually reacquaint itself with its mandate and membership. This practice is intended to help new members understand the committee's mandate and membership while allowing returning members to refresh their knowledge.

During 2022-2023, the Vice-Chair of Senate conducted a comprehensive three-year review of all committee mandates and memberships and recommended changes to the SGNC and Senate.

Senate approved the updated mandate and membership attached on November 11, 2023.

Key Messages

Senate standing committees continue the practice of providing an informational introduction to their mandates and memberships each fall.

Attachments

1. Mandate and Membership, SSCTL
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Submitted by

Ruby Gupta, Administrative Assistant, University Senate

Date submitted

September 22, 2025

MANDATE

Kwantlen Polytechnic University performs regular and consistent reviews of educational programs and units of study that are under the jurisdiction of Senate. The Senate Standing Committee on Program Review (SSCPR) oversees this process.

Specifically, the mandate of the SSCPR is to:

1. Make recommendations to Senate on proposed revisions to the Program Review Policy
2. Develop procedures and standards to ensure program reviews are conducted in accordance with the principles of the Program Review Policy
3. Review for approval Self-Study Reports, External Review Reports, Quality Assurance Plans, and annual follow-up reports.
4. Ensure all reports submitted to SSCPR meet KPU's program review standards
5. Provide regular reports to Senate on the progress of program reviews, and other items of note arising out of the committee's work
6. Report to Senate annually with a schedule for program Reviews planned for the coming year

MEMBERSHIP COMPOSITION

Voting Members

- Chancellor
- President
- Student Senator
- Two faculty Senators or representatives*
- Faculty senator or representative from each Faculty, with the exception of Trades & Technology
 - One from Academic and Career Preparation
 - Two from Arts
 - Two from Business
 - One from Design
 - One from Educational Support and Development
 - One from Health
 - One from Science & Horticulture
- Associate Vice-President, Academic or designate
- Two Deans or designates
- Associate Vice-President, Planning & Accountability or designate
- Representative, Teaching and Learning Commons
- Representative, Student Services

*These two faculty Senators are additional to the faculty Senators from each Faculty.

Non-voting Members

- Vice-Chair of Senate
- Provost and Vice-President, Academic or designate
- Vice-President, Students or designate
- Manager, Quality Assurance
- Associate Vice-President, Teaching and Learning or designate

Approved by Senate: June 26, 2023

SENATE

Agenda Number: 7.1

Meeting Date: October 1, 2025

Presenter(s): Melike Kinik-Dicleli

AGENDA TITLE: MANAGER'S REPORT ON STATUS OF PROGRAM REVIEWS

ACTION REQUESTED: Information

RECOMMENDED RESOLUTION: N/A

COMMITTEE REPORT

For Secretariat Use Only

Context and Background

There are 36 programs (or cluster of related programs) that are at various stages in the program review process.

<i>Phases</i>	<i>Number of programs</i>
Self-Study	18
External Review	4
Quality Assurance Plan	4
Annual Follow-Up Reporting	10
Total	36

Attachments

Manager's Report_Status of Program Reviews_Details for October 2025 SSCPR Meeting

Submitted by

Melike Kinik-Dicleli, Manager of Quality Assurance, Office of Planning & Accountability

Date submitted

September 24, 2025

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 Approved	Date of Site Visit	Report Received	QA Plan Approved	1st Report Approved	2nd Report Approved	
ACP	English Upgrading	Dec-18 re-start: Sep-21	Admin Data: Feb-19 Admin Data: April-22 Survey Data: Nov-22	Jun-25						External review planning details sent July 9, 2025 .
	English Language Studies	Sep-25	Admin Data: Survey Data:							Kick-off meeting took place on September 15 . Program attended September 19 Curriculum Review Workshop.
Arts	Asian Studies	Oct-22	Admin Data: April-23 Survey Data: April-23	Sep-23	Feb 28/29, 2024	Apr-24	Sep-24			First annual follow-up is due in October 2025 .
	Criminology	Jan-2019 re-start: Oct-22	Admin Data: Feb-19 Revised Admin Data: Feb-20 Survey Data: May-20 Survey&Admin Data: Jun-23	Nov-23	June 24/25, 2024	Jul-24	Jun-25			First annual follow-up is due in September 2026 .
	Creative Writing	May-21	Admin Data: Nov-21 Survey Data: Nov-21	Sep-22	Jan 18/20, 2023	Feb-22	Sep-23	Oct-24		Second annual follow-up is on the agenda for October 29 meeting.
	Fine Arts	Dec-23	Survey Data: May-23 Admin Data: May-23	Jan-24	Sep 26, 2024	Dec-24				Quality assurance plan is on the agenda for the October 29 meeting.
	General Studies	Sep-25	Admin Data: Survey Data:							Kick-off meeting took place on September 15 .
	Geography	Feb-22	Admin Data: Dec-22 Survey Data: Dec-22	Jun-23	Nov 30, 2023	Feb-24	Oct-24			First annual follow-up report is due in October 2025 .
	Indigenous Studies	Sep-24 re-start: Sep 25	Admin Data: Survey Data:							Program attended the September 19 Curriculum Review Workshop.
	Journalism	Dec-22	Survey Data: May-23 Admin Data: Jun-23	Sep-23	Feb 1&2, 2024	Mar-24	Jun-24			First annual follow-up report is in.
	Language & Culture	Dec-21	Admin Data: May-22 Survey Data: May-22	Nov-22	Mar 8 & 9, 2023	Apr-23	Sep-23	Oct-24		Second annual follow-up report is due in October 2025 . The program will be submitting in January 2026 when Laurence Gauvreau is back.
	NGOs and Nonprofit Studies	Jan-23	Survey Data: Jun-23 Admin Data: Sep-23	Mar-24	Mar 12 & 13, 2025	May-25				Quality assurance plan is due December 2025 .
	Philosophy	Sep-25	Admin Data: Survey Data:							Kick-off meeting took place on September 15 . Program attended September 19 Curriculum Review Workshop.
	Psychology	Sep-25	Admin Data: Survey Data:							Kick-off meeting took place on September 15 . Program attended September 19 Curriculum Review Workshop.
	Policy Studies	Sep-24	Admin Data: June-25 Survey Data: June-25							Program received survey reports and administrative data report in June 2025 .
	Sociology	Dec-24	Admin Data: Survey Data:							Delayed as the primary author is no longer with KPU.
Business	Economics	Oct-22	Survey Data: Jun-23 Admin Data: Jun-23	May-24	Dec 3 & 4, 2024	Apr-25				Program is working on their quality assurance plan.
	Entrepreneurial Leadership	Nov-23	Admin Data: Sep-24 Survey Data: Sep-24							Self-study report is in.
	Human Resources Management Post-bac	Dec-24	Admin Data: Survey Data:							Kick-off meeting took place on September 18 . Program attended September 19 Curriculum Review Workshop.
	Marketing	Sep-23	Admin Data: Jan-23 Survey Data: Feb-24	Jun-24	Nov 25 & 26, 2024	Feb-25				Quality Assurance Plan is in.
	Operations and Supply Chain Management	Jun-23	Admin Data: April-24 Survey Data: Mar-24	Feb-25						External review planning details sent July 14, 2025 .

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 Approved	Date of Site Visit	Report Received	QA Plan Approved	1st Report Approved	2nd Report Approved	
Design	Graphic Design for Marketing	Sep-24	Admin Data: Apr-25 Survey Data: Apr-25							Program received survey reports and administrative data on April 17, 2025 .
	Fashion Marketing	Sep-25	Admin Data: Survey Data:							Kick-off meeting took place on September 18 .
	Technical Apparel Design	Sep-25	Admin Data: Survey Data:							Kick-off meeting took place on September 18 .
Health	Graduate Nurse International Education Re-Entry	Sep-24	Admin Data: Apr-25 Survey Data: Apr-25							Program received survey reports and administrative data on April 23, 2025 .
	Nursing	Dec-23	Admin Data: May-24 Survey Data: May 24 (student survey: June-24)	Jun-25						External review site visit is being planned for November 5 .
	Nursing-AE	Dec-23	Admin Data: Oct-24 Survey Data: Oct-24							The report is expected to be submitted in October 2025 .
	Traditional Chinese Medicine - Acupuncture	Dec-23	Admin Data: Dec-24 Survey Data: Dec-24							Self-study report is due in October 2025 .
Science	Brewing and Brewery Operations	Nov-21	Admin Data: May-22 Survey Data: May-22	Sep-22	Mar 14 & 16, 2023	Apr-23	Oct-23	Oct-24		Second annual follow-up is on the agenda for October 29 meeting.
	Computer Aided Design and Drafting	Jan-24	Admin Data: July-24 Survey Data: July-24							Waiting to hear from program regarding self-study report submission date.
	Engineering	Dec-24	Admin Data: April-25 Survey Data: April-25							Waiting to hear from program regarding self-study report submission date.
	Health Science	Sep-24	Admin Data: Mar-25 Survey Data: Mar-25							Self-study report is on the agenda for the October 29 meeting.
	Horticulture Technology Diploma	Nov-21	Survey Data Hort Tech: Mar-23 Admin Data: Sep-23	Feb-25	Nov 3, 2025					External review site visit is on November 3 .
	Mathematics	May-19	Admin Data: Jul-19 Survey Data: Faculty: Jul-19 Alumni: Sep-19 Discipline/Sector: Sep-19	Oct-20	Mar 10/11, 2021	Apr-21	Feb-22	Mar-23	May-24	SSCPR asked program to report on their progress a third time in June 2025 . The report will be submitted by October 22 .
	Physics for Modern Technology	May-21	Admin Data: Nov-21 Survey data: Feb-22	Jun-22	Nov 30/Dec 1, 22	Jan-23	Sep-23	Oct-24		Second annual follow-up report is due in October 2025 .
	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	Sep-21	Mar 7/9, 2022	Apr-22	Nov-22	May-24		SSCPR asked program to report on their progress a second time in June 2025 . The program's first report has not been finalized yet;therefore, there is a delay in submission of the second one.