

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Regular Meeting
Wednesday, October 29, 2025
2:00 p.m. - 4:00 p.m.
Teams

AGENDA

1. Call to Order Fergal Callaghan 2:00
2. Approval of Agenda
3. Approval of Minutes, October 1, 2025
4. Chair's Report 2:05
5. New Business
 - 5.1. Fine Arts Quality Assurance Plan.....
Paulo Majano, Alison MacTaggart, Afsana Tabibi, Shelley Boyd 2:10
 - 5.2. Creative Writing Second Annual Follow-Up Report.....
Nicola Harwood, Afsana Tabibi, Shelley Boyd 2:30
 - 5.3. Brewing and Brewery Operations Second Annual Follow-Up Report
Alek Egi, Dominic Bernard, Jeff Dyck, Brett Favaro 2:45
 - 5.4. Health Science Self-Study Report
Cayley Velazquez, Christina Heinrick, Brett Favaro..... 3:00
 - 5.5. Revisions to Program Review Guides.....Meredith Haaf 3:30
6. Items for Discussion.....
7. Manager's Report for OPAMelike Kinik-Dicleli 3:55
8. Adjournment

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Minutes of Regular Meeting

Wednesday, October 1, 2025

2:00 p.m. – 4:00 p.m.

MS Teams Online

Present:

Voting Members

Aimee Begalka
Craig Wright
Caja Blomley
Fergal Callaghan -Chair
Jianying (Jennifer) Gao
Jack Hayes
Jeff Dyck
Krista Gerlich-Fitzgerald
Meredith Laird
Meredith Haaf
Nicole Beaulieu
Laura Del Rio Torres
Lindsay Norris
Tomasz Gradowski

Non-Voting Members

Catherine Schwichtenberg
Laura McDonald
Melike Kinik-Dicleli
Nishan Perera
Theresa Voorsluys

Ex-Officio

Bruce Choy, President and Vice-Chancellor
Kwuntiltunaat (Kim Baird), Chancellor

Presenters and

Alia Somji
Chad Skelton
Katherine Carpenter
Lori McElroy
Rajinder Singh
Shelley Boyd
Tracy Sherlock
Wayne Tebb

Administrative Resources

Michelle Molnar
Ruby Gupta

Not Present:

Voting Members

Judy Benevides

Non-Voting Members

1. Call to Order and Territorial Acknowledgement

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

2. Approval of Agenda

Nicole Beaulieu moved the agenda be confirmed as circulated.

The motion carried.

3. Committee Member Introductions

Members introduced themselves. The Chair welcomed the new members to their first meeting of Senate Standing Committee on Program Review.

4. Approval of Minutes, June 25, 2025

Meredith Laird moved the minutes be accepted as circulated.

The motion carried.

5. Chair's Report

The Chair referred to the Annual Report, prepared by Melike Kinik-Dicleli, Manager, Quality Assurance, presented to Senate at the September meeting

6. New Business

6.1. Changes to Quality Assurance Plans

Lori McElroy, AVP, Planning and Accountability, provided the rationale for changes to quality assurance plans requiring programs to address two United Nations Sustainable Development Goals (UN SDGs) in their plans. The inclusion of UN SDGs in the quality assurance plan is intended to operationalize institutional priorities and align program changes with KPU's strategic, academic, and equity plans, using the UN SDGs as a unifying framework. Members raised concerns about the feasibility of all programs addressing both environmental and social justice SDGs; Lori McElroy agreed to introduce flexibility, allowing programs to select two goals from one category if necessary, with guidance and support available.

The committee proposed minor edits to the Quality Assurance Plan template, clarifying how recommendations and UN SDGs are addressed.

Tomasz Gradowski moved that the Senate Standing Committee on Program Review approve the changes to the Quality Assurance Plan.

The motion carried.

6.2. Journalism First Annual Follow-Up Report

The Chair, Fergal Callaghan, summarized the reviewers' feedback, the report was clear, comprehensive, and well-organized. Due to extensive progress on completing their QAP action

items, the committee agreed that the program would not be required to submit a second annual follow-up report.

Jack Hayes moved that the Senate Standing Committee on Program Review approve the Journalism First Annual Follow-Up Report as attached.

The motion carried.

6.3. Marketing Quality Assurance Plan

The chair led the review of the Marketing program's quality assurance plan noting the reviewers' found the plan well-written and comprehensive. The committee raised concerns about the scheduling of some action items beyond the five-year review cycle. Rajinder Singh explained that the timeline was carefully prioritized based on departmental capacity and evolving industry needs, with some items marked as ongoing.

Meredith Laird moved that the Senate Standing Committee on Program Review approve the Marketing Quality Assurance Plan as attached.

The motion carried.

6.4. Entrepreneurial Leadership Self Study Report

Katherine Carpenter, Business instructor, addressed reviewer feedback on program learning outcomes and curriculum mapping and agreed to add an action item to review and formalize these outcomes, with support from the Teaching and Learning Commons.

Reviewer feedback highlighted the lack of structured prerequisites and the need for clearer student progression. Katherine Carpenter indicated that future program revisions would consider adding prerequisites and strengthening the program structure. In addition, the committee suggested minor revisions regarding the student survey results and language regarding recommendations outside the departments control such as facility upgrades.

Laura Del Rio Torres moved that the Senate Standing Committee on Program Review approve the Entrepreneurial Leadership Self-Study Report as attached.

The motion carried.

6.5. Election Of Committee Chair

Catherine Schwichtenberg, Vice-Chair of Senate provided the notice of election of the committee chair at the June 2025 meeting. She reviewed the responsibilities of Chair and Vice-Chair.

Catherine Schwichtenberg, conducted the election and called for nominations:

First Call: Fergal Callaghan confirmed that he was willing to stand again.

Second Call: Tomasz Gradowski nominated Fergal Callaghan.

Third Call: No further nominations were made.

Fergal Callaghan was acclaimed as the Chair of the committee.

7. Items for Discussion

7.1. SSCPR Mandate and Membership

The Chair, Fergal Callaghan reviewed the committee's mandate and membership, highlighting the need to review operational language and address membership vacancies. Members raised concerns about operational language in the committee's mandate, particularly regarding the development of procedures and standards. The committee agreed to flag this for future review in alignment with broader Senate committee mandate reviews.

The committee discussed current committee vacancies and strategies for expanding membership, including outreach to faculty councils and considering additional at-large positions to manage the anticipated workload.

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

Melike Kinik-Dicleli, Manager, Quality Assurance presented her report as attached and noted that 36 programs or clusters are currently engaged in various stages of the program review process, including five new programs this semester.

9. Adjournment

The meeting adjourned at 3:50 p.m.

SENATE

Agenda Number: 5.1

Meeting Date: October 29, 2025

Presenter(s): Paulo Majano, Alison MacTaggart, Afsana Tabibi, Shelley Boyd

AGENDA TITLE: FINE ARTS QUALITY ASSURANCE PLAN

ACTION REQUESTED: Motion

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

COMMITTEE REPORT

For Secretariat Use Only

Attachments

Fine Arts Quality Assurance Plan

Submitted by

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

Date submitted

September 29, 2025



Fine Arts Quality Assurance Plan

Date Self-Study Report approved by SSCPR: January 24, 2024

Date of External Review: September 26, 2024

Date submitted to SSCPR: September 24, 2025

SUMMARY OF PROGRAM STRENGTHS, CHALLENGES AND OPPORTUNITIES FOR IMPROVEMENT

Fine Arts QAP Program Summary

The Fine Arts program shows strength in its high level of instruction. Studio instruction often takes place in smaller classes, where instructors are able to tailor the trajectory of their teaching to meet students' individual and group needs. The Fine Arts program offers a wide range of possibilities in various artistic disciplines, including Drawing, Painting, Print Media, Sculpture, Ceramics, Photography, Digital Media, Performance Art, and Art History. Students can explore these diverse disciplines and attain expertise, while having the opportunity to set their own specialized map of instruction.

Fine Arts programs, in any university environment, will face challenges related to their integration into the academic system. Fine Arts does things differently by its very nature, and this integration can be difficult to clarify. For example, the number of electives offered in the Certificate, Diploma, and B.F.A. programs enable our students to choose and develop their own area of focus. While a draw for our students, this impacts our ability to develop a Curriculum Map for each credential and program, and to develop a 1+2+4 certificate, diploma, degree trajectory. This lack of curricular rigidity, however, has been viewed as progressive and student-focused, and many local universities have instituted (or are in the process of instituting) this model for Fine Arts students (for example, The University of Victoria's Fine Arts Program).

The Fine Arts program consistently contends with space issues, public exhibitions and programming; equipment, tools and materials and other logistical issues other programs do not need to consider. Despite these issues, we have come a long way since our last program review in 2016. We have a fully renovated department with discipline areas being better equipped with the space/facilities they require to teach curriculum more effectively. We now have a permanent professional gallery, the Spruce Gallery, and we have dedicated 4th year studio space. We have scheduled our classes so that 4th year and 3rd year students have full access to these spaces on Fridays with Instructional Associate Support and priority access to rooms and equipment without classes being scheduled during their access times. Despite these improvements, we still have some space issues as noted in 1.3. Issues for Program Review in the SSR and below (page 4 No. 2).

Program Strengths (adapted from Program Review, Chapter 6, Conclusions and Recommendations)

1. Fundamental Skills

The Fine Arts Department has a well-earned reputation for a “skills-based” program, where technical skills and experiential learning are taught in conjunction with theoretical, art historical, and philosophical concepts. This may seem like a common path, but our program works in contrast to some local art schools whose “concept-first” approach may be alienating to those who wish to learn specific techniques or skills. Conceptual, critical and theoretical instruction is *integrated* into students’ practice, which allows them the opportunity to consider their art and ideas in relation to Contemporary Art practice while still building a strong material-based skillset.

2. Small Class Sizes

Small classes for any program are a huge advantage for our Fine Arts students: Developing a dialogue with students rarely occurs in large lecture halls. Class size is an even greater boon for studio classes, where one need not spend time and resources competing for space. Small class sizes are necessary to maintain across all areas in Fine Arts due to the availability of limited tools and equipment and to the need to maintain health and safety for students, staff, and faculty. The small groups create a greater sense of community, and students feel more comfortable communicating with the class. This sense of community is fostered and nurtured throughout the program and is perhaps best highlighted by the student and alumni led and run KPU Art Collective which provides networking and exhibition opportunities to artists both inside and outside of the KPU campus. Small class sizes in advanced and special topic courses that include Work Integrated Learning opportunities, such as FINA 3201 Artistic Practices in the Community, facilitate networking and partnering with arts and culture organizations.

3. High level of Instruction

The Fine Arts program attracts artists who love teaching. Without the precariousness of a rotating sessional instructional system, Fine Arts instructors develop ongoing and sustained projects, while refining their pedagogical skill sets to meet the curricular needs of the students. With a strong sense of security and camaraderie amongst faculty members and other KPU faculty, Fine Arts instructors are more willing to experiment and try out new techniques, materials, and teaching methods. KPU Fine Arts faculty feel supported. Faculty are practicing artists, academics, and researchers and are well-regarded by their peers. Faculty are current in their research, and many have successfully attained course releases and funds from the .06 fund to support their research and the development of new and innovative curricula. Faculty have included students as participants, collaborators, and assistants in projects, such as

Fine Arts Quality Assurance Plan

faculty member Amy Huestis' multi-faceted research on the Fraser River, public performance, and exhibition and events at the Richmond Art Gallery. Students also work regularly alongside our Instructional Associates as Student Assistants and Student Monitors. Faculty has worked with the City of Surrey and the Surrey Art Gallery in a number of initiatives to strengthen and broaden the sense of community for students. This sense of collegiality and stability further enables Fine Arts close-knit and ongoing relationships with students, and this sense of continuity has often been cited as a primary draw for our students over larger Fine Arts universities.

4. Wide Range of Media and Courses to Explore/ Flexibility

The KPU Fine Arts Department offers a wide range of discipline-specific programs (such as painting and drawing, sculpture, digital media, etc.) Faculty members have multiple skillsets and areas of expertise and teach multiple courses at the foundation and advanced levels of our program. Fine Arts faculty members continually develop curriculum for new and advanced Special Topics courses and these courses engage with students in new, advanced, and innovative ways, which respond to current directions in art, social and environmental concerns amongst other areas of contemporary research.

Program Challenges and Opportunities

1) Community Connections (adapted from Program Review, Chapter 6, Conclusions and Recommendations and Program Review, Dean's Memo)

Program Review, Chapter 6, Conclusions and Recommendations

A repeated concern throughout the review has been the lack of connections with other art institutions and art communities. Surrey can be isolated for some, with a lack of grassroots galleries and like-minded artist communities nearby. The Fine Arts department does, however, have a rich and longstanding relationship to the Surrey Arts Centre and Gallery. Our faculty have exhibited their work in the Gallery independently and as a group. Our students' work is regularly accepted for exhibition through the Surrey Arts Council Annual Exhibition. This exhibition is hosted by the Surrey Art Gallery in the public hallway that gallery and theatre goers frequent. It is a high exposure space and exhibition, which also connects students to other contemporary artists and crafts persons. Building communities is important for emerging artists. Our Fine Arts Student Collective is energetic and well established, and they are mentored by the Fine Arts faculty. Activating the Spruce Gallery, the Spruce Atrium and The Arbutus Gallery as vibrant artist hubs would be an excellent start, where we could invite other schools and communities to collaborate and create together. However, these spaces cannot be fully realized as these lively spaces yet. (See 1.3., Issues for Program Review).

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Program Review, Dean's Memo

The Self Study also outlines a need for deeper connections with other institutions and art communities, as well as improving students' appreciation for the usefulness of their credential and career pathways. Creating opportunities for Fine Arts students to be active in various communities and connected with various vocations/professions at many levels of their program seems to hold enormous potential. Connecting with the ARTS practicum course or developing a Fine Arts practicum course – that sees students involved in placements within schools, daycares, summer camps, festivals, galleries, museums, marketing firms, businesses, etc. may be one option. Other experiential courses such as “Inside Out” may also create some transformative learning opportunities. To increase these kinds of opportunities, the formation of a Program Advisory Committee, which would include alumni and community and industry members, could be very helpful to the Department and its students.

2) Course Availability and Support Services (adapted from Program Review, Chapter 6, Conclusions and Recommendations and Program Review, Dean's Memo)

Program Review, Chapter 6, Conclusions and Recommendations

As discussed in 1.3 Issues for Program Review, there seems to be a disconnect and confusion about students who need to identify themselves when they first enter KPU as Fine Arts Intended students and eventually as Fine Arts Declared students. Without these affirmations, accessing classes at the foundation level can be difficult. We have reserves on many of our foundation 1xxx level courses for both these categories of students, which is highly effective towards program building. Without these reserves, students in completely different disciplines or students with a high level of credits can register first at the expense of our own students being able to register. If students are coded as above, they can take advantage of these reserves. How do we ensure students can do this in a timely manner?

Program Review, Dean's Memo

The course availability for students is challenging as they are not reserved a seat if they do not declare their major, or program. This challenge is as a result of students' lack of understanding about how soon they should declare to receive reserved seating. As such, Fine Arts identified a marketing plan is needed to address this issue. The department may also want to reflect on how faculty are raising awareness of the importance of declaration directly with their students and if there are additional areas of improvement. For example, Arts Advisors are available and willing to drop into Fine Arts courses to speak directly to students. The Dean's office is willing to support declaration by offering some assistance at convenient and timely moments during terms, such as hosting a table about declaration inside the Fir & Spruce building.

3) Post graduation/Employment Strategies (Career Pathways) (adapted from Program Review, Chapter 6, Conclusions and Recommendations)

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As discussed in 2.1 Pathways to Employment, the Fine Arts graduate has many skills and attributes to succeed in any creative field. There seems to be an appetite for greater links to prospective employers in a diverse range of fields outside of the gallery tract that we could encourage. The field is enormous, and networking with these new communities and connections could be advantageous, not only for Fine Arts students but for KPU.

4) Program Learning Outcomes and Curriculum Mapping (from Program Review, Dean's Memo)

As outlined in the Self Study, there are a high number of electives which makes the curriculum map for the Certificate and Diploma impossible. Students have an array of choices for specialization and interests within their degree via special topics courses; however, the lack of laddering may create challenges for student progression, reliable program learning outcomes, and retention. The creation of a ladderized 1+2+4 model may be needed to create clear pathways for students, while still ensuring flexibility, so that students are reliably able to meet program learning outcomes through their courses while still enjoying the benefits of choice. We are hopeful a balance can be found.

5) Indigenization and Decolonization (from Program Review, Dean's Memo)

Reimagining curriculum design that involves Indigenous ways of knowing and decolonial perspectives seems especially important and needed. The Dean's office could assist in facilitating ethical connections with institutional, art, and Indigenous communities that would help to address the above concerns. With the thoughtful inclusion of the Dean's office, we could ensure the appropriate pace, growing relationships, and connections through road mapping ethical approaches by Fine Arts. Fine Arts can also further bolster relationships with other departments whose ethics and expertise can guide gentle beginnings toward community growth. The departments we will look to collaborate and consult with are: HIST, LANC, INDG, CRIM and SOCI for collaborative mapping and planning. Fortunately, KPU has Vice Presidents and experts to connect with for careful guidance in these areas, such as Asma Sayed, and Gayle Bedard. As such, the Dean's office will be happy to support these connections and growth.

6) Intra-Institutional Relationships (KPU)

The Program Review has highlighted the need (and desire) for the strengthening of relationships between departments at KPU. The creative arts departments (for example, Creative Writing, Music, ENTA) often face similar pedagogical and administration issues within KPU and would benefit from discussions of best practices and shared resources. Possible collaborations and initiatives could be promoted. As noted in our Self Study, many of our graduating students enter the field of education, and ties with Educational Studies could be beneficial to our students' career paths. Further promotion and collaboration with the library, and library resources could be integrated into curriculum.

7) Alumni Connections

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The lack of connection with alumni was evident with the difficulty of obtaining survey respondents for the Self Study Report. The Fine Arts department has lacked a specific and sustained relationship with past graduates. This lack of alumni connection is a missed opportunity for graduate financial support and donation and promotion of graduate success for prospective and declared Fine Arts students. Alumni newsletters, group exhibitions, mentoring opportunities, artist talks and visits are all opportunities for past graduates to share their experiences and be further involved in the success of their program. Greater alumni connection will develop new possibilities for recruitment and retention in our program.

Conclusion

The Self Study Report, along with the External Review Report has provided Fine Arts with an opportunity to consider the structure of our department in a meaningful way. The last review was in 2016 and much has changed within KPU and beyond during this time. The outbreak of COVID and its ongoing repercussions, the pedagogical and cultural impact of AI, the continued rise of mental health concerns amongst youth, and the ramifications of the international student caps amongst many other issues has made university life for both students and faculty historically unstable. Nonetheless, the review has allowed for our department a thorough consideration of what we offer to students, and how we may adapt our programming to meet the challenges of this rapidly changing world. The review has also provided a showcase for what has set our department apart; our ability to be flexible, to adapt and to change.

The Self Study and External Review Report clearly outlines key needs for our department, and addressing these needs will help us to continue to grow and develop as a team. Building and maintaining relationships with fellow KPU faculty, as well as external galleries and arts institutions, and creating opportunities for past, present and future Fine Arts students will continue to be a priority for our department. Examining our base philosophy as a faculty, and how we wish to move forward pedagogically is of primary importance, and we feel our QAP will help us achieve our goals. Our faculty is committed to looking towards the future. As such, we are even considering a name change to better reflect our active approach to Contemporary Art practice and research.

The Fine Arts QAP will present seven key goals:

1. Promote and expand the reach of the program through community connections
2. Explore new and ongoing initiatives to further ensure consistent course availability for students
3. Develop and promote career pathways for students within our department
4. Examine and revise our current Program Learning Outcomes
5. Develop and integrate Indigenization and Decolonization initiative within our department
6. Promote and develop the program by strengthening institutional relationships within KPU



Fine Arts Quality Assurance Plan

7. Develop strategies for creating and sustaining relationships with alumni

As stated in the Dean's Memo in the Self Study Report, "There is much that Fine Arts has improved since the last program review, and the department is now ready to take these next steps to fill out the program with community connections, clearer pathways across the credentials, and improving the relevance of the program through career pathway connections." While by no means exhaustive, we believe our goals are achievable and will position KPU Fine Arts well over the coming years.

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. 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.

Fine Arts Quality Assurance Plan

Self-Study Report (SSR) Recommendations	Page Number
1 Research and implement work-integrated and/or community-engaged learning opportunities within the curriculum.	14
2 Develop greater communication regarding viable post-graduation career options. Greater alumni follow-up and connection. Networking and career opportunities are the greatest need from our department post-graduation.	14
3 Developing experiences with local arts communities is vital to the success of alumni entering the field. Internships, volunteering, and "emerging" artist exhibitions are an important way to gain access to larger arts communities outside of KPU and Surrey and need to be further promoted within the Fine Arts program.	14
4 Investigate the possibility of work placement courses.	14
5 Continue to develop Special Topics courses that address/incorporate pathways of success for artists beyond the B.F.A.	14
6 Promote the successful field school programming that Fine Arts has pioneered and continue to incorporate place-based learning in art cities and centers around the world.	14
7 Develop communication with KPU Educational Studies or other programs within KPU to discuss possible cross-discipline resources or courses.	15
8 While artist talks are vital to the growth and development of emerging artists, there are several career paths underrepresented during the student's tenure at KPU. School boards, for example, do not communicate to Fine Arts students or present career options to them, even though it is a common career path for our students. Bringing in representatives of a wider range of career paths is needed that moves beyond the traditional professional artist/gallery system pathway.	15
9 Cross institutional bonds (for example, Langara College, UBC, etc.) can be developed to broaden the arts community and networking possibilities for Fine Arts students. Cross institutional exhibitions and events could be fostered for current students and alumni. Building communication between these institutions could be valuable.	15
10 Considering the integration of the ENTA program at KPU, greater clarity and distinction needs to be made between the programs and what they offer prospective students. Many active Fine Arts students and alumni surveyed stated their desire for courses that would be more appropriate for the ENTA program. (Graphic design, for example) The Fine Arts Certificate Program may provide a pathway to enter the ENTA program. ENTA requires a portfolio as an entrance requirement the Fine Arts Certificate graduate would be in a strong position to get in. While ENTA is new to KPU, a greater relationship between departments overall should be encouraged.	16
11 Revisit the PLOs with feedback and input from the Learning Commons (and Provost Office, if appropriate).	20
12 Revisit the curricular map in relation to possible PLO revision.	20
13 Assess our three separate programs in relation to the 1 + 2 + 4 model, and whether this model is viable for Fine Arts.	22

Fine Arts Quality Assurance Plan

Self-Study Report (SSR) Recommendations	Page Number
14 Investigate the viability of the Curriculum Map tool in relation to Fine Arts Diploma and Certificate programs.	22
15 Develop opportunities with regional institutions such as galleries and museums for credit internship programs. [OBJ]	24
16 Strengthen faculty connections to community through membership and serving on boards etc. which in turn will create additional opportunities for students to become involved in local arts organizations, collectives, and art councils.	24
17 Explore opportunities to allow for alumni accomplishments and successes to be more visible to current students.	24
18 Consult the Truth and Reconciliation Commission Calls to Action specifically for universities, review and develop as an ongoing conversation as a department, as well as the Royal Commission on Aboriginal Peoples list of recommendations pertaining to education.	26
19 Invite a consultant to a faculty meeting or retreat to discuss Indigeneity and TRC in the university.	26
20 Examine the feasibility of more Indigenous courses taught by Indigenous instructors and Indigenous art specialists for both FINA and ARTH courses and for both Indigenous and non-Indigenous students.	26
21 Investigate the possibility of more reflection regarding the decolonialization of current coursework.	26
22 Continued acknowledgement of orange shirt day events and territorial acknowledgements.	26
23 Integration of Indigenous ways of knowing and learning in future PLOs.	26
24 Request the Dean's office facilitate and support the mapping of an approach to decolonization and Indigenization in the department.	26
25 Bolster relationships with other departments with expertise (such as HIST, and INDG) for collaborative mapping and planning.	26
26 Explore the possibility of offering evening courses to meet the demand for consistently waitlisted courses.	29
27 Investigate the possibility of making Summer a full term to offset waitlisted courses.	29
28 Investigate the formation of a committee for outreach.	30
29 Examine the possibility of hiring an alum to visit high schools and share information about the program.	30
30 Even though Fine Arts does not accept portfolios from new applicants, Fine Arts faculty have been involved with examining student portfolios in the past with other institutions (commonly referred to as Portfolio Day.) ENTA is still involved with Portfolio Day, as they require an entrance portfolio for their program. Fine Arts could attempt to participate once again in Portfolio Days activities, or we could institute a Portfolio Day independently on campus which may generate a level of excitement and commitment to potential students.	30

Fine Arts Quality Assurance Plan

Self-Study Report (SSR) Recommendations	Page Number
31 Continue visiting artist talks, gallery visits and networking.	31
32 Promote memberships to various arts organizations.	31
33 Continue to promote exhibition opportunities in KPU galleries for students and alumni.	31
34 Further promote VSB Artist in Residency Program. Continue to encourage students to apply to the annual AIRS Program.	31
35 Research and develop criteria for success beyond work or study that may be more in line with the expectations of Fine Arts graduates (for subsequent curriculum reviews). The development of cross institutional surveys with other BC art schools may be beneficial.	36
36 Develop sustained relationship with alumni.	36
37 Keeping in mind that each faculty member utilizes independent resources including various visual art archives and online texts pertinent to their respective area of specialization, a central hub of Fine Arts resources in collaboration with the library could be developed to increase the cohesion, student access, and relevancy of library resources.	37
38 Explore the viability of declaring the Spruce Atrium as a dedicated exhibition space for Fine Arts. Stanchions, lighting, security, and signage may further help designate this space as a gallery space.	38
39 Explore funding resources to develop the Arbutus Gallery as a viable professional gallery for students, alumni and visiting artists.	38
40 Examine the viability of providing 3rd year studio space for students. 3rd year Fine Arts students often use the Spruce Gallery as a studio space which is insufficient for their needs and removes the gallery from exhibition programming.	38
41 In relationship with the industry-focused Entertainment Arts Program, there is an opportunity for Fine Arts to address some of the most pressing issues relating to emerging technologies for both its own specialized students and KPU at large. For example, the further growth of collaborative Digital Media facilities, (such as UCLA's Game Lab, MIT, etc.) that integrate hands-on, ethical, critical, and historical understandings of Artificial Intelligence would both allow KPU to keep up to global educational standards and facilitate innovative contemporary art production with a positive interdepartmental influence.	39
42 Greater promotion of support services for students is needed.	39

Fine Arts Quality Assurance Plan

External Review Report (ERR) Recommendations	Page Number
<p>2.1 At present, it would be highly strategic for the department to continue to enhance their communication to students about the value of fine arts education and career readiness. The Appendix C Career Pathways Map feels unfinished, and the department should continue to work on developing a narrative for BFA and Fine Arts career readiness for professions in the creative economy.</p> <p>We would also recommend that the department build a bridge for their students to explore paid co- op and practicum opportunities with credits for students. Fine Arts is currently not listed as an associated department for the ARTS 4800 course. This does not have to become a program requirement for students, but the department could be prepared to direct students towards this practicum should a student come forward to request work-integrated learning and professional placement opportunities. (see also parallel recommendations 3.1 and 4.1)</p>	6
2.2 To enable credit transition pathways, we recommend developing ongoing communication and relationships with peer institution professional programs, with for example, SFU, UBC, UVIC, UFV teacher education.	6
2.3 We recommend deepening cross-institutional peer relations, which could lead to collaborations and greater understandings and competitive applications for graduate programs.	6
2.4 For this department's Program Learning Outcomes revision project, we suggest that something missing in the PLO redesign (pg. 18) is any mention of art and art practices of Indigenous artists. Building program graduate's knowledge, understanding, literacy and engagement is needed, and we recommend that the department take the early step of formally adopting this into their PLO's. (see also recommendation 3.3 in the next section).	6
2.5 Further to the Program Learning Outcome revisions, we recommend revisiting the proposed PLO's #7 and #8. For PLO #7, it is unclear whether the primary outcome is about collaboration, or on public exhibition. Aspects of these activities could already be embedded in other PLO's and be suited to a Diploma level standard. The professional opportunities focus of PLO #8 also seems to correlate with or could be combined with existing PLO #5. PLO #8 is also underrepresented in the outcome of the curriculum map (Appendix D).	6
2.6 We recommend that the department pursue its expressed interest in exploring a 1 + 2 + 4 model for their three programs. There would be several benefits having these three programs interlock.	6
2.7 The department is operating with a sense of student progression through their courses and programs from 'introduced,' 'developing,' and moving progressively towards 'advanced' levels of study and art production at the senior years. While this makes sense to us, there are two series of course titles in the lower levels that depart from this principle: FINA2300, FINA2310, FINA2400, FINA2410. We recommend the department curriculum committee review the title, placement, and location of these courses as current second-year courses. If these courses are offering advanced study, we believe these could be renumbered as 3xxx courses. Alternatively, it would make more sense to remove the 'advanced' from the title if the student outcomes for these courses are more in line with lower level 'developing' skills and practices. A third option could be to keep half of these courses at the 2xxx level and move the other half to 3xxx level, with the appropriate numbering or title changes applied.	7

Fine Arts Quality Assurance Plan

External Review Report (ERR) Recommendations	Page Number
2.8 We recommend that the department pursue interdisciplinary learning opportunities within their degree. This will require further communications and building community amongst other departments at KPU, but this could forge valuable relations for the department.	7
3.1 The department should actively address areas where program learning outcomes were reported to have been less developed by students, in particular PLO #5 & #8 (pg. 26-27 self-study report appendices). We recognize that the response rates on this part of the survey are low, but there seems to be some recognition on the part of the department own self-recommendations to further strengthen student opportunities for careers and professions in the creative sector. (See also, recommendation 4.1 on WIL & ARTS4800, in the next chapter).	10
3.2 We support the department's self-recommendations for Indigenizing their program and recommend that the department pursue learning processes together as a unit. These could be part of ongoing departmental meetings and/or annual sessions during department retreats. The Gathering Place staff, Elder in Residence, Indigenous Advisory Committee, Dialogue Series group and speakers may be interested in working with the department to support them on this path. Other local resources, to share a few, include Surrey First Peoples Guide for Newcomers (2-day training developed through Diversecity Community Resources Society and Surrey Local Immigration Partnership), Ta7taliya Nahanee Indigenous Inclusion training, and Sínulkhay and Ladders, as well as nationally the KAIROS Blanket Exercise, and open education courses.	10
3.3 The department should commence work on integrating Indigenous ways of knowing into their program learning outcomes. This is included in their self-recommendation as a future project, but we believe this work should be initiated now. At present, there is no reference to Indigenization or Indigenous art anywhere in the program learning outcomes. Embedding this into the PLOs ensures that all students engage in this work, and the imparting of this learning to students.	10
3.4 With the past record of stable enrollment and some unmet demand for waitlisted courses, there is an indication that the department is set to explore the possibility of offering evening courses, as well as a full summer term. Our recommendation is to move cautiously on these ideas. Evening courses do allow for greater accessibility to a certain demographic of learners, but the department must also ensure that sufficient capacity exists in available faculty, as well as teaching associate staffing hours to support evenings and potential expanded summer schedules. Initial courses to expand scheduling with would be the highest waitlisted but might also have to be courses that are less reliant on technical support. Unmet demand is currently greatest in the FINA1100 and FINA1135 courses (Drawing & Digital Media).	10
3.5 We received a significant amount of feedback and critique from students around the accessibility of FINA1167 and FINA1175 courses. We heard some mixed feedback from the faculty side that these bottlenecks are soon to be resolved. We still recommend that the department prioritize a review of these two courses and ensure that there is enough capacity to meet current and future demand. There should be a determination made with the Dean's office on whether the department needs temporary funding to run additional sections of these courses, or if this is an ongoing need, then whether sections can be reallocated from other areas in the program or increase in sections should persist in future budgets.	10-11

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External Review Report (ERR) Recommendations	Page Number
3.6 A further follow-up to the above recommendation (3.5) and one of the key issues the department identified (pg.8 self-study report) was determining barriers for student declaration, between Fine Arts Intended and Fine Arts Declared. We believe that this work needs to be done alongside KPU's Advising office and we suggest that there should be a review of the quality of advice that Fine Arts students are getting, from both the Advising office and the department. There can always be improvements made in how students can be informed and advised about their program plan, and the department should seek to make improvements here. The two courses referenced in recommendation 3.5 are important for program students because they are required for declaration into the major and students are reporting having to take these foundation courses during their senior years. We received mixed signals from our conversations between separate groups and are unsure if students are receiving advising support to highlight these requirements, or if the students are not following through on the advising that they receive.	11
3.7 On the issue of a program specific marketing strategy (pg.8 self-study report), this will have to be an ongoing relationship between the department, the Dean's office, and the KPU administration areas that work on marketing and recruitment. Our recommendation is to work with these partners to produce promotional materials for the department. Ongoing meetings are required to build relations with these partners.	11
3.8 There is a secondary element to this department-identified issue on program specific marketing, which is fostering community relationships and the department's ability to bring in prospective students. We heard during our visit that the department is interested in forming a program advisory committee, and our recommendation follows this initiative, which is to have at least one member of this committee be an art teacher from a local high school. Further to this, the department (alongside KPU recruitment agencies), should try to develop a list of high schools that have active and reputable art programs, and connect with those art teachers and send promotional materials to them. Rather than spend excess time visiting high schools, the department should work on an open house event and bring prospective students to see their facilities. We believe that the excellent quality of the Fine Arts studios and facilities that KPU has could be a major draw for new students in the local region, and any opportunity for prospective students to meet and interact with current KPU Fine Arts faculty in these spaces should leave an impression as well.	11
4.1 The department should expand their notions of experiential learning opportunities to those outside of the classroom or in-course activities and look specifically to work-integrated learning opportunities for students housed in professional placements.	14
4.2 The department should investigate and improve consistency of assessment practices across the program. The departmental theory is that different media, or disciplinary practices in the fine arts, may have differing assessment priorities that influence the survey results. This survey result did stand out to us in that there is a 34% rate of student disagreement in response to this consistency question.	14
4.3 The department should Identify barriers to developing relationships with alumni, and work with the KPU Alumni office to identify and maintain a list of BFA, Diploma, and Certificate graduates. As part of this work, it would be ideal if the department could investigate if there is an opt-in option for alumni to receive email correspondence directly from the department. The alumni express that they would be more open to prolonged contact with the department after graduation, but they are also wary of alumni communication that are often seeking donations. There could be more consideration for alumni events that will bring students, alumni,	14

Fine Arts Quality Assurance Plan

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and faculty together such as invitations to annual events such as grad exhibition openings, and the department could give alumni a place to share their work (at events, in courses, alumni exhibitions, through collective, etc.), fostering long-lasting community relationships.	
5.1 The department's own self-study recommendation (pg. 37) states that each faculty member utilizes library resources differently, but a collective and concerted effort on the part of faculty to direct students towards using library resources would be key to increasing the utilization rate of library resources, as well as improving the knowledge of what resources exist. This could take the form of some class assignments that have mandatory use of fine arts resources at the library built into their instructional design. The department should discuss and share together specific curricular requirements or course project ideas that would direct students to use the library.	18
5.2 On the issue of a third year studio space, if reconfiguring an existing room or studio is not possible, the department could consider if existing studios could accommodate dedicated work times specifically reserved for third year students – certain weeks or days and times could be reserved solely for third year students to work in sculpture, painting, photo, print, etc., studios. Alongside reserving some time for third year students, the department should also assess if dedicated storage space in various studios could be reserved for third year art projects. <i>We will investigate the availability of a possible dedicated third year space and we will assess the availability of dedicated storage space.</i>	18
5.3 The self-study reports that third year students already use the Spruce Gallery as a studio space. If the profile of the Spruce Atrium and Arbutus Gallery could be elevated to alleviate pressures on exhibition space, a hybrid schedule for the Spruce Gallery could also be tested. For example, the fall semester could begin with gallery and exhibition programming but could then in the second half of the semester, be granted to third year students who could work in this space and hold their final fall critiques in that setting. In the Spring semester, the third-year students could continue to start the term using the space and then transition towards a clean exhibition space in time for the final grad exhibition. This suggestion is about formalizing and recognizing what is already occurring, and to rethink this space as an official hybrid use exhibition & studio space.	18
5.4 We agree with the department on their assessment of the Arbutus Gallery (pg.9 self-study report). The department should work collaboratively with the Dean's office, the KPU Library, and the facilities and campus planning partners to better equip this space for exhibition. Lighting is a necessary facility upgrade, but it would need to be accessible and adjustable for each exhibit – due to the high ceiling, a suspended track may be needed on each of the east and west walls. We also recommend claiming the shorter south-east wall and treating this for exhibition/installation purposes. This space is also an active lobby for the library, and there should be some negotiation with the library to reduce other visual usage (posters, signage, pop-up stands) from this area.	18
5.5 If the reconfigurations of current spaces cannot adequately fulfill the need for a third-year space, the department should work with the Dean's office to develop a formal request for an additional studio room to the appropriate KPU campus planning office.	19
5.6 Regarding the enhancement of digital literacy for Fine Arts students at KPU (pg.38 self-study), the department should consider interprofessional collaboration opportunities to work with students and faculty in areas such as Entertainment Arts, School of Design, and/or the Virtual Reality Lab. There is only so much that any Fine Arts faculty can do stay concurrent with rapid technological development. While essential visual arts digital skills can continue to be imparted to students via	19

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the existing programming of Digital Media and New Media course offerings, the department could be open to inviting instructors from Entertainment Arts, Design programs, or the KPU Virtual Reality lab, to teach or co-teach in their 211 Digital Media studio. Invited instructors would need to be aware of designing their syllabus and course programming for an audience of fine arts students, and the FINA 3202 special topics course shell could be used to trial some forms of interdisciplinary opportunities bringing Fine Arts students in touch with using emerging technologies in virtual reality, augmented reality, visual effects, and game engines for art projects.	
5.7 Some students require more support with using equipment, and at times, support staff may not be meeting the current demands of the open lab and studio times to serve the needs of students in a safe way. We recommend auditing the reporting structure for teaching associates who identify breaches of safety and reviewing the procedures by which any instructor or teaching associate can halt unsafe activities in studios. We also suggest that the department gain clarity on the role of KPU Accessibility Services in supporting students who may be challenged in meeting the expectations for safety. A secondary source for consultation and support for a review of issues around accessibility and safety would be the KPU risk and safety office. Finally, as a department, all faculty should review their syllabi and make sure that information about KPU Accessibility Services (and contact information) is included and shared with all students.	19
5.8 The studio lab fee issue is one that may not be resolvable due to external regulations. Left unattended, procurement of course materials for students will continue to exact a toll on the department budget. We recommend an initial peer institution review to see how other institutions approach studio fees/material fees for studio courses and further review internal mechanisms to see how lab fees are addressed by other departments. A secondary recommendation is to explore utilizing a resale budget line. If such a structure exists, or is allowed by KPU Finance, students could continue to pay current lab fees, but some materials could be moved over to an individual per use purchase model. A point of caution and potential negative consequence would be added labour for studio technicians and teaching associates, who would have to increasingly manage inventory and handle individual resale transactions.	19
5.9 Special note highlighting KPU Art Collective as a well nurtured student-led and faculty supported initiative – beloved by current and alumni students as well as faculty, with energy and enthusiasm for initiatives that engage and propel practice. Our recommendation is to continue to invest in its continuance and vitality.	19
5.10 From session with faculty around “honorarium” rates, our recommendation is to shift to compensate visiting and/or collaborating artists at CARFAC rates. This may mean working within KPU to build understanding and budget to compensate visiting artists appropriately, and/or seek external funding	20

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
5.6 Regarding the enhancement of digital literacy for Fine Arts students at KPU (pg.38 self-study), the department should consider interprofessional collaboration opportunities to work with students and faculty in areas such as Entertainment Arts, School of Design, and/or the Virtual Reality Lab. There is only so much that any Fine Arts faculty can do stay concurrent with rapid technological development. While essential visual arts digital skills can continue to be imparted to students via the existing programming of Digital Media and New Media course offerings, the department could be open to inviting instructors from Entertainment Arts, Design programs, or the KPU Virtual Reality lab, to teach or co-teach in their 211 Digital Media studio. Invited instructors would need to be aware of designing their syllabus and course programming for an audience of fine arts students, and the FINA 3202 special topics course shell could be used to trial some forms of interdisciplinary opportunities bringing Fine Arts students in touch with using emerging technologies in virtual reality, augmented reality, visual effects, and game engines for art projects.	ERR 19	Out of Scope Rationale: requires hiring QFL, beyond our control.
5.10 From session with faculty around “honorarium” rates, our recommendation is to shift to compensate visiting and/or collaborating artists at CARFAC rates. This may mean working within KPU to build understanding and budget to compensate visiting artists appropriately, and/or seek external funding.	ERR 19	Out of scope (Budget is beyond our control)

QUALITY ASSURANCE FIVE-YEAR ACTION PLAN

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

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGINS: September 2025

GOAL 1: Promote and expand the reach of the program through community connections.

Recommendation(s) this Goal Addresses	Indicate Report (SSR/ERR) & Page Number
3 Developing experiences with local arts communities is vital to the success of alumni entering the field. Internships, volunteering, and "emerging" artist exhibitions are an important way to gain access to larger arts communities outside of KPU and Surrey and need to be further promoted within the Fine Arts program.	SSR 14
15 Develop connections with regional institutions such as galleries and museums for credit internship programs.	SSR 24
28 Investigate the formation of a committee for outreach	SSR 30
29 Examine the possibility of hiring an alum to visit high schools and share information about the program	SSR 30
30 Even though Fine Arts does not accept portfolios from new applicants, Fine Arts faculty have been involved with examining student portfolios in the past with other institutions (commonly referred to as Portfolio Day.) ENTA is still involved with Portfolio Day, as they require an entrance portfolio for their program. Fine Arts could attempt to participate once again in Portfolio Days activities, or we could institute a Portfolio Day independently on campus which may generate a level of excitement and commitment to potential students.	SSR 30
31 Continue visiting artist talks, gallery visits and networking	SSR 31
32 Promote memberships to various arts organizations	SSR 31
33 Continue to promote exhibition opportunities in KPU galleries for students and alumni	SSR 31
34 Further promote VSB Artist in Residency Program. Continue to encourage students to apply to the annual AIRS Program.	SSR 31
38 Explore the viability of declaring the Spruce Atrium as a dedicated exhibition space for Fine Arts. Stanchions, lighting, security, and signage may further help designate this space as a gallery space.	SSR 38
39 Explore funding resources to develop the Arbutus Gallery as a viable professional gallery for students, alumni and visiting artists	SSR 38
2.1 We would also recommend that the department build a bridge for their students to explore paid co- op and practicum opportunities with credits for students. Fine Arts is currently not listed as an associated department for the ARTS 4800 course. This does not have to become a	ERR 6

Fine Arts Quality Assurance Plan

Recommendation(s) this Goal Addresses	Indicate Report (SSR/ERR) & Page Number
program requirement for students, but the department could be prepared to direct students towards this practicum should a student come forward to request work-integrated learning and professional placement opportunities. (see also parallel recommendations 3.1 and 4.1)	
2.3 We recommend deepening cross-institutional peer relations, which could lead to collaborations and greater understandings and competitive applications for graduate programs.	ERR 6
3.8 There is a secondary element to this department-identified issue on program specific marketing, which is fostering community relationships and the department's ability to bring in prospective students. We heard during our visit that the department is interested in forming a program advisory committee, and our recommendation follows this initiative, which is to have at least one member of this committee be an art teacher from a local high school. Further to this, the department (alongside KPU recruitment agencies), should try to develop a list of high schools that have active and reputable art programs, and connect with those art teachers and send promotional materials to them. Rather than spend excess time visiting high schools, the department should work on an open house event and bring prospective students to see their facilities. We believe that the excellent quality of the Fine Arts studios and facilities that KPU has could be a major draw for new students in the local region, and any opportunity for prospective students to meet and interact with current KPU Fine Arts faculty in these spaces should leave an impression as well.	ERR 11
5.9 Special note highlighting KPU Art Collective as a well nurtured student-led and faculty supported initiative – beloved by current and alumni students as well as faculty, with energy and enthusiasm for initiatives that engage and propel practice. Our recommendation is to continue to invest in its continuance and vitality.	ERR 19

Actions(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes
1 We will continue to promote the exhibition activities of the KPU student art collective.	Dorothy Barenscoff/Recruitment and Retention Committee	09/25	11/26	Recommendation SSR3

Fine Arts Quality Assurance Plan

Actions(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes
2 We will encourage student volunteering at local arts councils.	Dorothy Barenscoff/Recruitment and Retention Committee	09/25	11/26	Recommendation SSR3
3 We will investigate the development of a department newsletter that both current students and alumni could subscribe.	Dorothy Barenscoff/Recruitment and Retention Committee	09/25	11/26	Recommendation SSR3
4 We will build on our connections with regional institutions including SAG, Surrey Arts Council, Langley Arts Council, Semiahmoo Arts to investigate the potential for a credit-based internship.	Amy Huestis/WIL Working Group	09/26	11/29	<i>Recommendation SSR15</i> Note:We will create a WIL Working Group in the fall of 2025.
5 We will create a committee for community outreach that will include recruitment and retention initiatives.	Dorothy Barenscoff/ Recruitment and Retention Committee	09/25	11/26	Recommendation SSR28
6 We will investigate the possibility of funding to hire an alum to attend appropriate events at high schools.	Dorothy Barenscoff/Recruitment and Retention Committee	09/25	11/26	Recommendation SSR29
7 We will contact The Office of Advancement to examine the possibility of securing a donor for an Entrance Scholarship which would have a portfolio requirement.	Paulo Majano, Chair	09/25	11/27	Recommendation SSR30
8 We will continue to participate in Creative Connections where portfolios are reviewed.	Paulo Majano,Chair	09/25	11/26	Recommendation SSR30

Fine Arts Quality Assurance Plan

Actions(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes
9 We will continue visiting artist talks, gallery visits, and networking with local galleries to maintain connections with the Surrey, Vancouver and British Columbia arts communities.	Maria Anna Parolin/Jason Wright Fine Arts Faculty	09/25	11/26	Recommendation SSR31
10 We will encourage students to join local arts groups. We will encourage students interested in a specific discipline to become members of discipline-specific organizations such as The Fraser Valley Potters Guild.	Ying-Yueh Chuang/Fine Arts Faculty	09/25	11/26	Recommendation SSR32
11 We will continue to promote exhibition opportunities to our students and alumni and to invite proposals for all three of our exhibition spaces.	Paulo Majano, Chair	09/25	11/26	Recommendation SSR33
12 We will continue to encourage students to apply to the Artists In Residence Studio Program (AIRS). This will be formally integrated into the curriculum of FINA 3111 Professional Practices.	Liz Toohey-Wiese	09/25	11/26	Recommendation SSR34
13 The walls of the Spruce Atrium are a dedicated space for Fine Arts but the remaining space is shared with the KPU community. We will contact Facilities to investigate the possibility of lighting for the exhibition walls.	Paulo Majano, Chair	09/25	11/27	Recommendation SSR38
14 We will contact Facilities to investigate the possibility of funding for professional gallery lighting for the Arbutus Gallery.	Paulo Majano, Chair	09/25	11/27	Recommendation SSR39
15 The department will run a WIL course in Spring 2026 (3202 Visual Arts Practicum, led by Amy Huestis) and continue expanding WIL course offerings in Fine Arts in the future.	Amy Huestis/WIL Working Group	09/25	11/27	Recommendation 2.1
16 We will investigate the possibility of becoming listed as an associated department for the ARTS 4800 course.	Paulo Majano, Chair Amy Huestis/WIL Working Group	09/25	11/27	Recommendation 2.1

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Actions(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes
17 We will create a WIL Working Group in Fall 2025	Amy Huestis/WIL Working Group	09/25	11/27	Recommendation 2.1
18 We will continue to deepen cross-institutional relationships via annual Articulation meetings.	Jason Wright/ Fine Arts Faculty	09/25	11/26	Recommendation 2.3
19 We will develop a PAC that includes at least one art teacher.	Paulo Majano, Robert Gelineau/Fine Arts Faculty	09/25	11/28	Recommendation 3.8
20 We will ask the FSO for their list of art teachers and programs.	Dorothy Barenscoth/ Recruitment and Retention Committee	09/25	11/26	Recommendation 3.8
21 We will continue to participate in the Faculty of Arts Creative Connections event.	Dorothy Barenscoth/ Recruitment and Retention Committee	09/25	11/26	Recommendation 3.8
22 We will continue to run The Annual Fine Arts Social and Fair.	Dorothy Barenscoth/ Recruitment and Retention Committee	09/25	11/26	Recommendation 3.8
23 We will contact the FSO to investigate the possibility of organizing a tour of the facilities for high school students.	Dorothy Barenscoth/ Recruitment and Retention Committee	09/25	11/26	Recommendation 3.8
24 We will continue to support and promote the KPU Art Collective. We will investigate the potential of funding for the group from an outside donor through the Office of Advancement.	Paulo Majano, Chair	09/25	11/27	Recommendation 5.9

Fine Arts Quality Assurance Plan

Resource Requirements (if applicable)
Resources required to achieve this Goal: Funding for #6, #7, #8, #12, #13, #14, #19, #20, and #24
When resources will be required: #6 - 09/26, - 09/27, 7 #8, #9, #6 - 09/25, #12 - Fall/25, #13 - 09/27, #14 - 09/27, #19 - 09/27, #20) - 12/25, and #524 - 09/27.
Faculty and/or Institutional support required: FoA for #6, #7, #8, #9, #12, #13, #14, #19, #20, and #24

GOAL 2: Explore new and ongoing initiatives to further ensure consistent course availability for students

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
26 Explore the possibility of offering evening courses could be offered to meet the demand for consistently waitlisted courses	SSR 29
27 Investigate the possibility of making Summer a full term to offset waitlisted courses	SSR 29
42 Greater promotion of support services is needed	SSR 39
40 Examine the viability of providing 3rd year studio space for students. 3rd year Fine Arts students often use the Spruce Gallery as a studio space which is insufficient for their needs and removes the gallery from exhibition programming	SSR38
2.7 The department is operating with a sense of student progression through their courses and programs from 'introduced,' 'developing,' and moving progressively towards 'advanced' levels of study and art production at the senior years. While this makes sense to us, there are two series of course titles in the lower levels that depart from this principle: FINA2300, FINA2310, FINA2400, FINA2410. We recommend the department curriculum committee review the title, placement, and location of these courses as current second-year courses. If these courses are offering advanced study, we believe these could be renumbered as 3xxx courses. Alternatively, it would make more sense to remove the 'advanced' from the title if the student outcomes for these courses are more in line with lower level 'developing' skills and practices. A third option could be to keep half of these courses at the 2xxx level and move the other half to 3xxx level, with the appropriate numbering or title changes applied.	ERR 7
3.4 With the past record of stable enrollment and some unmet demand for waitlisted courses, there is an indication that the department is set to explore the possibility of offering evening courses, as well as a full summer term. Our recommendation is to move cautiously on these ideas. Evening courses do allow for greater accessibility to a certain demographic of learners, but the department must also ensure that sufficient capacity exists in available faculty, as well as teaching associate staffing hours to support evenings and potential expanded summer schedules.	ERR 10

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Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Initial courses to expand scheduling with would be the highest waitlisted but might also have to be courses that are less reliant on technical support. Unmet demand is currently greatest in the FINA1100 and FINA1135 courses (Drawing & Digital Media).	
3.5 We received a significant amount of feedback and critique from students around the accessibility of FINA1167 and FINA1175 courses. We heard some mixed feedback from the faculty side that these bottlenecks are soon to be resolved. We still recommend that the department prioritize a review of these two courses and ensure that there is enough capacity to meet current and future demand. There should be a determination made with the Dean's office on whether the department needs temporary funding to run additional sections of these courses, or if this is an ongoing need, then whether sections can be reallocated from other areas in the program or increase in sections should persist in future budgets.	ERR 10-11
5.2 On the issue of a third-year studio space, if reconfiguring an existing room or studio is not possible, the department could consider if existing studios could accommodate dedicated work times specifically reserved for third year students – certain weeks or days and times could be reserved solely for third year students to work in sculpture, painting, photo, print, etc., studios. Alongside reserving some time for third year students, the department should also assess if dedicated storage space in various studios could be reserved for third year art projects.	ERR 18
5.3 The self-study reports that third year students already use the Spruce Gallery as a studio space. If the profile of the Spruce Atrium and Arbutus Gallery could be elevated to alleviate pressures on exhibition space, a hybrid schedule for the Spruce Gallery could also be tested. For example, the fall semester could begin with gallery and exhibition programming but could then in the second half of the semester, be granted to third year students who could work in this space and hold their final fall critiques in that setting. In the Spring semester, the third-year students could continue to start the term using the space and then transition towards a clean exhibition space in time for the final grad exhibition. This suggestion is about formalizing and recognizing what is already occurring, and to rethink this space as an official hybrid use exhibition & studio space.	ERR 18
5.5 If the reconfigurations of current spaces cannot adequately fulfill the need for a third-year space, the department should work with the Dean's office to develop a formal request for an additional studio room to the appropriate KPU campus planning office.	ERR 19
5.7 Some students require more support with using equipment, and at times, support staff may not be meeting the current demands of the open lab and studio times to serve the needs of students in a safe way. We recommend auditing the reporting structure for teaching associates who identify breaches of safety and reviewing the procedures by which any instructor or teaching associate can halt unsafe activities in studios. We also suggest that the department gain clarity on the role of KPU Accessibility Services in supporting students who may be challenged in meeting the expectations for safety. A secondary source for consultation and support for a review of issues around accessibility and safety would be the KPU risk and safety office. Finally, as a department, all faculty should review their syllabi and make sure that information about KPU Accessibility Services (and contact information) is included and shared with all students.	ERR 19

Fine Arts Quality Assurance Plan

Action(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes
1 We offer courses 4-7. We will explore the possibility of offering courses from 7-10pm.	Paulo Majano, Chair	09/25	11/26	Recommendation 26
2 We have scheduled 2 full summer term courses in 2024 and 3 in Summer 2025 and will continue running full term courses.	Paulo Majano, Chair	09/25	11/26	Recommendation 27
3 We will discuss the implementation of links to KPU support services on all course Moodle sites	Liz Toohey-Wiese	09/25	11/26	<i>Recommendation 42</i>
4 FINA 2400 and 2410 passed through the curriculum committee in 2024/25 and are now 3400 and 3410. -Implementation is September 2025. We will investigate the course title change to align them with the progression of other courses.	Robert Gelineau	09/26	11/27	Recommendation 2.7
5 Enrollment is no longer stable and wait lists are lower due to the international student cap. We run courses in the 4-7 slot on a regular basis. We will continue to monitor unmet demand.	Paulo Majano, Chair	09/25	11/26	Recommendation 3.4
6 These two courses have been reviewed. We are running FINA 1167 and 1175 every semester to address any unmet demand.	Paulo Majano, Chair	09/25	11/26	Recommendation 3.5 Waitlists were examined over the 2024/25 academic year to monitor how many Fine Arts intended students constituted the unmet demand.
7 We will request a dedicated third-year space and we will assess the availability of dedicated storage space. Communicate with the Dean's office to request funding for equipment replacement and upkeep in studio areas.	Paulo Majano, Chair	09/26	11/27	Recommendation 5.2

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Action(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes
8 We will investigate a formalized scheduling model for the Spruce Gallery that accommodates the needs of FINA 3100/3200 course delivery as well as exhibition programming outside of this course.	Robert Gelineau	09/25	11/26	Recommendation 5.3
9 We will request that the KPU Accessibility Services make student accommodations available to Instructional Associates. We will develop a reporting structure for the Instructional Associates who identify issues of safety.	Paulo Majano, Chair	09/25	11/26	Recommendation 5.7

Resource Requirements (if applicable)
Resources required to achieve this Goal: Request funding - #1, #7
When resources will be required: #1 - 09/26, #7 - 09/26
Faculty and/or Institutional support required: #9 - FoA Dean's Office, Occupational Health and Safety, Student Rights and Responsibilities

Fine Arts Quality Assurance Plan

GOAL 3: Develop and promote career pathways for students within our department

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
1 Research and implement work-integrated and/or community-engaged learning opportunities within the curriculum	SSR 14
2 Develop greater communication regarding viable post-graduation career options. Greater alumni follow-up and connection. Networking and career opportunities are the greatest need from our department post-graduation.	SSR 14
4 Investigate the possibility of work placement courses	SSR 14
5 Continue to develop Special Topics courses that address/incorporate pathways of success for artists beyond the B.F.A.	SSR 14
6 Promote the successful field school programming that Fine Arts has pioneered and continue to incorporate place-based learning in art cities and centers around the world.	SSR14
8 While artist talks are vital to the growth and development of emerging artists, there are several career paths underrepresented during the student's tenure at KPU. School boards, for example, do not communicate to Fine Arts students or present career options to them, even though it is a common career path for our students. Bringing in representatives of a wider range of career paths is needed that moves beyond the traditional professional artist/gallery system pathway.	SSR 15
17 Explore opportunities to allow for alumni accomplishments and successes to be more visible to current students	SSR 24
35 Research and develop criteria for success beyond work or study that may be more in line with the expectations of Fine Arts graduates (for subsequent curriculum reviews). The development of cross institutional surveys with other BC art schools may be beneficial.	SSR 36
2.1 At present, it would be highly strategic for the department to continue to enhance their communication to students about the value of fine arts education and career readiness. The Appendix C Career Pathways Map feels unfinished, and the department should continue to work on developing a narrative for BFA and Fine Arts career readiness for professions in the creative economy.	ERR 6
2.2 To enable credit transition pathways, we recommend developing ongoing communication and relationships with peer institution professional programs, with for example, SFU, UBC, UVIC, UFV teacher education.	ERR 6
4.1 The department should expand their notions of experiential learning opportunities to those outside of the classroom or in-course activities and look specifically to work-integrated learning opportunities for students housed in professional placements.	ERR 14

Fine Arts Quality Assurance Plan

Action(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes
1 We will continue to schedule existing WIL courses, some of which include service-learning opportunities for students. We will research the various models for WIL for possible implementation.	Amy Huestis/ WIL Working Group	09/25	11/26	Recommendation 1
2 We will investigate revising the Fine Arts website to expand information on post-graduation career options and alumni accomplishments.	Paulo Majano/ Dorothy Barenscoff	09/25	11/28	Recommendation 2
3 We will investigate the creation of a newsletter that could include exhibition and job opportunities, and feature on successful graduates working in the creative economy.	Paulo Majano/ Dorothy Barenscoff	09/25	11/28	Recommendation 2
4 We will request that KPU's Experiential Learning developers present to faculty different work placement models for possible implementation in Fine Arts.	Paulo Majano, Chair	09/25	11/26	Recommendation 4
5 We will continue to develop Special Topics courses which include experiential learning opportunities to support pathways of success beyond graduation.	Amy Huestis/WIL Working Group	09/25	11/26	Recommendation 5
6 We will continue to run and promote the Field School bi-annually.	Dorothy Barenscoff and one Studio Faculty Member	09/25	11/26	Recommendation 6
7 We will continue to connect with school boards South of the Fraser regarding career opportunities.	Paulo Majano/ Dorothy Barenscoff/Recruitment and Retention Committee	09/25	11/28	Recommendation 8
8 We will investigate holding a bi-annual alumni exhibition and symposium.	Dorothy Barenscoff/Recruitment and Retention Committee	09/25	11/28	Recommendation 17
9 We will form a PAC and consult with committee members regarding the skills needed by graduates to work and succeed in a field related to their studies.	Paulo Majano/ Robert Gelineau	09/25	11/28	Recommendation 35

Fine Arts Quality Assurance Plan

Action(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes
10 We will review the Career Pathways Map and develop it further to represent more sectors of the creative economy.	Maria Anna Parolin	09/26	11/27	Recommendation 2.1
11 We will request the requirements for admission to professional programs from peer institutions in the Lower Mainland. We have agreements for transfer credits with many institutions through articulation.	Paulo Majano, Chair	09/26	11/27	Recommendation 2.2
12 We will request that KPU's Experiential Learning developers present different work placement models for possible implementation in Fine Arts.	Paulo Majano, Chair	09/25	11/26	Recommendation 4.1

Resource Requirements (if applicable)
Resources required to achieve this Goal: #6 - Budget for marketing materials and administrative support, #7 - Budget for marketing materials and administrative support, #8 - Budget for marketing materials and administrative support
When resources will be required: #2 and #3- 09/25, #6 - 09/25, #7 - 01/27, #8 - 01/27
Faculty and/or Institutional support required: #2 and #3 – Marketing, FoA CECs, Alumni Office, #4 KPU's Experiential Learning Developers, #6 – Marketing and FoA Dean's Office, #7 – Marketing, FoA Dean's Office, FoA CECs, and Alumni Office, #8 – Marketing, FoA Dean's Office, FoA CECs, and Alumni Office.

Fine Arts Quality Assurance Plan

GOAL 4: Examine and revise our current Program Learning Outcomes

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
11 Revisit the PLOs with feedback and input from the Learning Commons (and Provost Office, if appropriate)	SSR 20
12 Revisit the curricular map in relation to possible PLO revision	SSR 22
13 Assess our three separate programs in relation to the 1 + 2 + 4 model, and whether this model is viable for Fine Arts.	SSR 22
14 Investigate the viability of the Curriculum Map tool in relation to Fine Arts Diploma and Certificate programs	SSR 22
2.4 For this department's Program Learning Outcomes revision project, we suggest that something missing in the PLO redesign (pg. 18) is any mention of art and art practices of Indigenous artists. Building program graduate's knowledge, understanding, literacy and engagement is needed, and we recommend that the department take the early step of formally adopting this into their PLO's. (see also recommendation 3.3 in the next section)	ERR 6
2.5 Further to the Program Learning Outcome revisions, we recommend revisiting the proposed PLO's #7 and #8. For PLO #7, it is unclear whether the primary outcome is about collaboration, or on public exhibition. Aspects of these activities could already be embedded in other PLO's and be suited to a Diploma level standard. The professional opportunities focus of PLO #8 also seems to correlate with or could be combined with existing PLO #5. PLO #8 is also underrepresented in the outcome of the curriculum map (Appendix D).	ERR 6
2.6 We recommend that the department pursue its expressed interest in exploring a 1 + 2 + 4 model for their three programs. There would be several benefits having these three programs interlock.	ERR 6
3.1 The department should actively address areas where program learning outcomes were reported to have been less developed by students, in particular PLO #5 & #8 (pg. 26-27 self-study report appendices). We recognize that the response rates on this part of the survey are low, but there seems to be some recognition on the part of the department own self-recommendations to further strengthen student opportunities for careers and professions in the creative sector. (See also, recommendation 4.1 on WIL & ARTS4800, in the next chapter)	ERR 10
3.3 The department should commence work on integrating Indigenous ways of knowing into their program learning outcomes. This is included in their self-recommendation as a future project, but we believe this work should be initiated now. At present, there is no reference to	ERR 10

Fine Arts Quality Assurance Plan

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Indigenization or Indigenous art anywhere in the program learning outcomes. Embedding this into the PLOs ensures that all students engage in this work, and the imparting of this learning to students becomes a shared responsibility of all faculty.	
4.2 The department should investigate and improve consistency of assessment practices across the program. The departmental theory is that different media, or disciplinary practices in the fine arts, may have differing assessment priorities that influence the survey results. This survey result did stand out to us in that there is a 34% rate of student disagreement in response to this consistency question.	ERR 14

Action(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes
1 We will revisit the PLOs in consultation with the Teaching and Learning Commons.	Paulo Majano/Jason Wright	09/26	11/28	Recommendation 11 This action will be led by the Chair. We will create a PLO and Curricular Mapping (CM) Working Group to achieve this goal.
2 We will review the curricular map in relation to possible PLO revisions.	Jason Wright/ PLO and CM Working Group	09/26	11/28	Recommendation 12
3 We will discuss the viability of a 1+2+4 model with the entire faculty.	Jason Wright/ PLO and CM Working Group	09/26	11/28	Recommendation 13
4 We will investigate the viability of applying a Curriculum Mapping tool to Fine Arts Diploma and Certificate programs.	Jason Wright/ PLO and CM Working Group	09/26	11/28	Recommendation 14

Fine Arts Quality Assurance Plan

Action(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes
5 We will address this issue when our newly developed PLOs are reviewed and revised.	Jason Wright/ PLO and CM Working Group	09/26	11/29	Recommendation 2.4
6 We will address this issue when our newly developed PLOs are reviewed and revised. We will review these highlighted PLOs.	Jason Wright/ PLO and CM Working Group	09/26	11/29	Recommendation 2.5
7 We will explore the possibility of implementing a 1 + 2 + 4 model and laddering between our three programs.	Jason Wright/ PLO and CM Working Group	09/26	11/29	Recommendation 2.6
8 We will address this issue when our newly developed PLOs are reviewed and revised. We will review these highlighted PLOs.	Jason Wright/ PLO and CM Working Group	09/26	11/29	Recommendation 3.1
9 Indigenization and decolonization will be addressed when our newly developed PLOs are reviewed and revised. We will review these highlighted PLOs.	Amy Huestis/Indigenization Committee, PLO and CM Working Group	09/26	11/29	Recommendation 3.3 See Goal 5
10 We will discuss and compare assessment methods across the faculty.	Paulo Majano/ Alison MacTaggart	09/26	11/28	Recommendation 4.2

Resource Requirements (if applicable)
Resources required to achieve this Goal: n/a
When resources will be required: n/a
Faculty and/or Institutional support required: #1 – TLC, #2 – TLC, #3 – Arts Degree Advisors, #7 - Arts Degree Advisors

Fine Arts Quality Assurance Plan

GOAL 5: Develop and integrate Indigenization and Decolonization initiatives within our department

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
18 Consult the Truth and Reconciliation Commission Calls to Action specifically for universities, review and develop as an ongoing conversation as a department, as well as the Royal Commission on Aboriginal Peoples list of recommendations pertaining to education	SSR 26
19 Invite a consultant to a faculty meeting or retreat to discuss Indigeneity and TRC in the university.	SSR 26
20 Examine the feasibility of more Indigenous courses taught by Indigenous instructors and Indigenous art specialists for both FINA and ARTH courses and for both Indigenous and non-Indigenous students	SSR 26
21 Investigate the possibility of more reflection regarding the decolonialization of current coursework	SSR 26
22 Continued acknowledgement of orange shirt day events and territorial acknowledgements.	SSR26
23 Integration of Indigenous ways of knowing and learning in future PLOs.	SSR 26
24 Request the Dean's office to facilitate and support with mapping an approach to decolonization and Indigenization in the department.	SSR 26
25 Bolster relationships with other departments with expertise: HIST, and INDG for collaborative mapping and planning.	SSR 26
<i>3.2 We support the department's self-recommendations for Indigenizing their program and recommend that the department pursue learning processes together as a unit. These could be part of ongoing departmental meetings and/or annual sessions during department retreats. The Gathering Place staff, Elder in Residence, Indigenous Advisory Committee, Dialogue Series group and speakers may be interested in working with the department to support them on this path. Other local resources, to share a few, include Surrey First Peoples Guide for Newcomers (2-day training developed through Diversecity Community Resources Society and Surrey Local Immigration Partnership), Ta7talíya Nahanee Indigenous Inclusion training, and Sínulkhay and Ladders, as well as nationally the KAIROS Blanket Exercise, and open education courses.</i>	ERR 10
3.3 The department should commence work on integrating Indigenous ways of knowing into their program learning outcomes. This is included in their self-recommendation as a future project, but we believe this work should be initiated now. At present, there is no reference to Indigenization or Indigenous art anywhere in the program learning outcomes. Embedding this into the PLOs ensures that all students engage in this work, and the imparting of this learning to students becomes a shared responsibility of all faculty.	ERR 10

Fine Arts Quality Assurance Plan

Action(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes
1 We will consult the TRC and discuss the TRC's calls to action as a faculty and discuss the list of recommendations for education from the Royal Commission on Aboriginal Peoples.	Amy Huestis/ Indigenization and Decolonization Committee	09/2026	11/2030	Recommendation 18
2 The department will work with the Dean's office to explore funding opportunities to hire a consultation company.	Paulo Majano. Chair	09/2026	11/2028	Recommendation 19
3 The department will examine the feasibility of developing more Indigenous courses and hiring Indigenous instructors.	Amy Huestis/ Indigenization and Decolonization Committee	09/2026	11/2030	Recommendation 20
4 We will reflect upon decolonizing course curriculum and incorporating more Indigenous and global visual examples/concepts outside of the Western canon as part of current course content.	Amy Huestis/ Indigenization and Decolonization Committee	09/2026	11/2027	Recommendation 21
5 We will update the department implementation of territorial acknowledgements based on evolving guidelines and acknowledge Orange Shirt Day events.	Amy Huestis/ Indigenization and Decolonization Committee	09/2025	11/2027	Recommendation 22
6 We will review the current PLOs and revise them with the support of the TLC and our Indigenization and Decolonization Committee.	Amy Huestis/ Indigenization and	09/2026	11/2028	Recommendation 23

Fine Arts Quality Assurance Plan

Action(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes
	Decolonization Committee/ PLO and CM working group			
7 The department will arrange a meeting with a member of the Dean's Office to facilitate with mapping our approach to Indigenization.	Paulo Majano, Chair	09/2025	11/2026	Recommendation 24
8 We will investigate building a stronger relationship with other departments (eg. HIST, LANC, CRIM, SOCI, INDG) to support our mapping and planning.	Amy Huestis/ Indigenization and Decolonization Committee	09/2026	11/2027	Recommendation 25
9 The department will pursue learning processes toward Indigenization in which we welcome the support of the Gathering Place, our Elder in Residence, the Indigenous Advisory Committee, the Indigenous artists in residence, as well as the Dialogue Series group and speakers.	Amy Huestis/ Indigenization and Decolonization Committee	09/2026	11/2030	Recommendation 3.2
10 We will investigate resources in Surrey and Langley to help us with our approach to Indigenization.	Amy Huestis/ Indigenization and Decolonization Committee	09/2026	11/2030	Recommendation 3.2
11Indigenization and decolonization will be addressed when our newly developed PLOs are reviewed and revised. We will review these highlighted PLOs.	Amy Huestis/ Indigenization and	09/2026	11/2028	Recommendation 3.3



Fine Arts Quality Assurance Plan

Action(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes
	Decolonization Committee/ PLO and CM working group			

Resource Requirements (if applicable)
Resources required to achieve this Goal: #2 – Budget for consultants, #9 - Budget for Elder in Residence and Artist-in-Residence support,
When resources will be required: #2 - 09/2026, #6 - 09/2026, #7 - 09/2025, #9 - 09/2026, #11 - 09/2026
Faculty and/or Institutional support required: #2 – FoA Dean's Office, #6 – TLC, #7 – FoA Dean’s Office, #9 - FoA Dean’s Office, #11 - TLC

Fine Arts Quality Assurance Plan

GOAL 6: Promote and develop the program by strengthening intra-institutional relationships within KPU.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
7 Develop communication with KPU Educational Studies or other programs within KPU to discuss possible cross-discipline resources or courses	SSR 15
9 Cross institutional bonds (for example, Langara College, UBC, etc.) can be developed to broaden the arts community and networking possibilities for Fine Arts students. Cross institutional exhibitions and events could be fostered for current students and alumni. Building communication between these institutions could be valuable.	SSR 15
10 Considering the integration of the ENTA program at KPU, greater clarity and distinction needs to be made between the programs and what they offer prospective students. Many active Fine Arts students and alumni surveyed stated their desire for courses that would be more appropriate for the ENTA program. (Graphic design, for example) The Fine Arts Certificate Program may provide a pathway to enter the ENTA program. ENTA requires a portfolio as an entrance requirement the Fine Arts Certificate graduate would be in a strong position to get in. While ENTA is new to KPU, a greater relationship between departments overall should be encouraged.	SSR16
37 Keeping in mind that each faculty member utilizes independent resources including various visual art archives and online texts pertinent to their respective area of specialization, a central hub of Fine Arts resources in collaboration with the library could be developed to increase the cohesion, student access, and relevancy of library resources.	SSR 37
2.8 We recommend that the department pursue interdisciplinary learning opportunities within their degree. This will require further communications and building community amongst other departments at KPU, but this could forge valuable relations for the department.	ERR 7
3.6 A further follow-up to the above recommendation (3.5) and one of the key issues the department identified (pg.8 self-study report) was determining barriers for student declaration, between Fine Arts Intended and Fine Arts Declared. We believe that this work needs to be done alongside KPU's Advising office and we suggest that there should be a review of the quality of advice that Fine Arts students are getting, from both the Advising office and the department. There can always be improvements made in how students can be informed and advised about their program plan, and the department should seek to make improvements here. The two courses referenced in recommendation 3.5 are important for program students because they are required for declaration into the major and students are reporting having to take these foundation courses during their senior years. We received mixed signals from our conversations between separate groups and are unsure if students are receiving advising support to highlight these requirements, or if the students are not following through on the advising that they receive.	ERR 11
3.7 On the issue of a program specific marketing strategy (pg.8 self-study report), this will have to be an ongoing relationship between the department, the Dean's office, and the KPU administration areas that work on marketing and recruitment. Our recommendation is to work with these partners to produce promotional materials for the department. Ongoing meetings are required to build relations with these partners.	ERR 11

Fine Arts Quality Assurance Plan

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
5.1 The department's own self-study recommendation (pg. 37) states that each faculty member utilizes library resources differently, but a collective and concerted effort on the part of faculty to direct students towards using library resources would be key to increasing the utilization rate of library resources, as well as improving the knowledge of what resources exist. This could take the form of some class assignments that have mandatory use of fine arts resources at the library built into their instructional design. The department should discuss and share together specific curricular requirements or course project ideas that would direct students to use the library.	ERR 18
5.4 We agree with the department on their assessment of the Arbutus Gallery (pg.9 self-study report). The department should work collaboratively with the Dean's office, the KPU Library, and the facilities and campus planning partners to better equip this space for exhibition. Lighting is a necessary facility upgrade, but it would need to be accessible and adjustable for each exhibit – due to the high ceiling, a suspended track may be needed on each of the east and west walls. We also recommend claiming the shorter south-east wall and treating this for exhibition/installation purposes. This space is also an active lobby for the library, and there should be some negotiation with the library to reduce other visual usage (posters, signage, pop-up stands) from this area.	ERR18

Action(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes
1 We will communicate with KPU Educational Studies and/or other programs to discuss the possibility of cross-discipline resources or courses.	Paulo Majano, Chair	09/2027	11/2028	Recommendation 7
2 We will communicate with peer institutions to discuss the possibility of cross-institutional student exhibitions and events.	Maria Anna Parolin	09/2027	11/2028	Recommendation 9
3 We will communicate with ENTA to discuss the possibility of FINA/ARTH Foundation courses fulfilling portfolio requirements for ENTA programs.	Paulo Majano/Dorothy Barenscoff	09/2027	11/2028	Recommendation 10
4 We will communicate with the Fine Arts librarian to develop the Fine Arts LibGuide on the library webpage.	Paulo Majano/ Fine Arts Faculty	09/2027	11/2028	Recommendation 37

Fine Arts Quality Assurance Plan

Action(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes
5 We will continue to develop interdisciplinary projects between Fine Arts and other departments.	Liz Toohey-Wiese/ Fine Arts Faculty	09/2025	11/2027	Recommendation 2.8
6 We will continue to invite Arts Advising to make presentations to our students in the classroom at the beginning of each semester and we will continue to invite them to our annual Fine Arts Social and Fair.	Paulo Majano, Chair	09/2025	11/2026	Recommendation 3.6
7 We will investigate the possibility of incorporating “suggested program paths” on our website in order to help students declare and graduate with less scheduling difficulty.				Recommendation 3.6
8 We will investigate the development of a marketing strategy with KPU Marketing and the Arts Communications and Events Coordinators.	Paulo Majano, Chair	09/2027	11/2030	Recommendation 3.7
9 Faculty will discuss and share course projects/assignments that promote students to use library resources.	Sean Alward/ Fine Arts Faculty	09/2027	11/2028	Recommendation 5.1
10 The department will work with Facilities and the Dean’s office to investigate having professional exhibition lighting installed in the Arbutus Gallery.	Paulo Majano/ Robert Gelineau	09/2026	11/2028	Recommendation 5.4

Resource Requirements (if applicable)
Resources required to achieve this Goal: #10- Budget for installation of Gallery Lighting <i>Click here to enter text.</i>
When resources will be required: #4 - 09/2027, #6 - 09/2025, #8 - 09/2025, #10- 09/2028
Faculty and/or Institutional support required: #4 – Library, #6 - Arts Advising, #8 - Marketing and FoA Communication and Events Coordinators, #10 - Capital Request

Fine Arts Quality Assurance Plan

GOAL 7: Develop strategies for creating and sustaining relationships with alumni

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
2 Develop greater communication regarding viable post-graduation career options. Greater alumni follow-up and connection. Networking and career opportunities are the greatest need from our department post-graduation.	SSR 14
36 Develop sustained relationship with alumni	SSR 36
4.3 The department should Identify barriers to developing relationships with alumni, and work with the KPU Alumni office to identify and maintain a list of BFA, Diploma, and Certificate graduates. As part of this work, it would be ideal if the department could investigate if there is an opt-in option for alumni to receive email correspondence directly from the department. The alumni express that they would be more open to prolonged contact with the department after graduation, but they are also wary of alumni communication that are often seeking donations. There could be more consideration for alumni events that will bring students, alumni, and faculty together such as invitations to annual events such as grad exhibition openings, and the department could give alumni a place to share their work (at events, in courses, alumni exhibitions, through collective, etc.), fostering long-lasting community relationships.	ERR 14

Action(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes
1 We will further develop the Career Pathways Map for additional post-graduation career options and include this on the Fine Arts website under Career Opportunities.	Dorothy Barenscoff/Recruitment and Retention Committee	09/2026	11/2027	Recommendation 2
2 We will continue to expand our WIL course offerings.	Amy Huestis and WIL Committee	09/26	11/2027	Recommendation 2
3 We will build connections with KPU alumni with support from the Alumni Affairs Office.	Dorothy Barenscoff/Recruitment and Retention Committee	09/2026	11/2027	Recommendation 4.3



Fine Arts Quality Assurance Plan

Resource Requirements (if applicable)
Resources required to achieve this Go n/a
When resources will be required: n/a
Faculty and/or Institutional support required: #3 - Marketing, FoA Communications and Events Coordinators

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:

REPORT: Fine Arts 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);
- 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: The Quality Assurance (QA) Plan fully responds to the recommendations in the Self-Study Report (SSR) and External Review Report (ERR). Only 2 recommendations from the ERR are not addressed, with clear rationales provided—both exceed the Fine Arts Department's purview.

The QA Plan report sorts out the program's strengths, analyzes the challenges and opportunities for improvement, and puts forward seven core goals. Each goal is equipped with a clear timetable for subsequent improvement initiatives, ensuring the plan is implementable and traceable. Aligned with the teaching and development characteristics of fine arts disciplines, the plan not only guides short-term (1-2 years) course management and resource optimization but also provides a clear framework for long-term (3-5 years) discipline development and external cooperation.

Reviewer #2: The plan is thoughtfully articulated, offering a clear assessment of the program's strengths and areas for development. By building on established assets (such as dedicated faculty, small class sizes, and a practical instruction) while addressing structural challenges like curriculum mapping and alumni and community engagement, the program is well-positioned for future growth. Its commitment to community, accessibility, and adaptability reflects a readiness to respond to the evolving landscape of arts education and practice. Minor updates to the formatting and clarity around some action items is recommended.

Reviewer #3: Over all very well written with great in depth thought of the new learner and addressing student mental health. Adding in some information regarding the actual number of students in the small class size comments and justify that based on equipment or space to help continued support moving forward may be advisable. The Wilson school of design programs may also be helpful to list under Intra-Institutional Relationships. The WSD has had some great success with different initiative with their program reviews that are similar to some of your areas identified. They have been able to look into an Indigenous Designer in Residence, as well as other PLO's, special Topics, and field schools. If you team has a chance to consult them it may be helpful.

Just one added comment, adjusting your start date from 9/25 to 11/25 based on this will be passed in SSCPR in 10/25 may be helpful. Also based on some of your dates extending to 2030 I would leave the led by column generic such as Chair or coordinator, Faculty, Dean, and so on as roles may shift or people may leave on Ed leave or 0.6%.

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

- ☒ Reviewer #1: Recommend for approval by the SSCPR as is
- ☒ Reviewer #2 & #3: Recommend for approval by the SSCPR pending suggested actions (see below)
- ☐ Recommend for rejection by the SSCPR

MAJOR ISSUES AND SUGGESTED ACTIONS:

 Complete this section 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
SSR 41	Not directly listed as being addressed. Should be included in goal 6	
ERR 5.8	Not directly listed as being addressed or listed as out of scope. Should be either addressed under one of the Goals, or listed as a recommendation that is not being addressed.	
Goal 1	It may be easier for future reporting to reorder the action items so more specific to themes. See suggested example in separate document sent to program.	
	Many actions are less tangible (ie. "Promote" or "encourage"). Recommended to make these more specific so it is clear when goal is achieved.	
Goal 2 (pg 24) some actions are phrased as statements	Review actions to be worded as review or investigation of options	
	2.2 This does not read like an action item? Perhaps reframe to: Review full summer term courses from 2024 and 2025 to identify ongoing summer offerings?	
	2.3 Would this not be more suitable under goal 6?	
	2.5 should be combined with 2.1.	
	2.6 no longer needed as an action as it is completed. Recommend to either amend the action to continuous monitoring change the proposed completion date to already done.	
Goal 3	3.4 and 3.12 are the same please combine them	
Goal 4	4.3 & 4.7 are the same please combine	
	4.5 & 4.9 are similar and are also addressed in goal 5. Perhaps keep them all together in goal 5?	
	4.6 & 4.8 should be included within 4.1	

Issue (page #)	Suggested Action	Program's Response
	(ie add in the notes that 4.1 includes recommendations SSR 11, ERR 2.5 and ERR 3.1)	
Goal 5	5.6 & 5.11 are the same and should be combined	
	5.9 & 5.10 can be combined	
Goal 6	Wording we will "communicate"/"continue" for the action items makes it unclear how goal will be deemed complete	
	6.10 is repeated in 1.4	

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 #)
24We will page 21 Space needed after 24
7We will request page 24 Space needed after 7
09/26 page 24 Formatting issue
09/2026 page 33 Formatting change
11Indigenization page 34 space needed after 11

SENATE

Agenda Number: 5.2

Meeting Date: October 29, 2025

Presenter(s): Nicola Harwood, Afsana Tabibi, Shelley Boyd

AGENDA TITLE: CREATIVE WRITING SECOND ANNUAL FOLLOW-UP REPORT

ACTION REQUESTED: Motion

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

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

COMMITTEE REPORT

For Secretariat Use Only

Attachments

Creative Writing Second Annual Follow-Up Report

Submitted by

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

Date submitted

September 29, 2025



Creative Writing Second Annual Follow-Up Report

Date Self-Study Report approved by SSCPR: September 21, 2022

Date of External Review Site Visit: January 16 & 18, 2023

Date Quality Assurance Plan approved by SSCPR: September 27, 2023

Date First Annual Follow-Up Report approved by SSCPR: October 23, 2024

Date Second Annual Follow-Up Report submitted: [Click here to enter text.](#)

SECOND PROGRESS REPORT

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGAN: September 2023

GOAL 1: Review and revise course outlines to reflect revised PLOs

Actions(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to date/Reasons for Lack of Progress
Create small working groups including sessional faculty composed of those who most often teach a certain course.	Aislinn Hunter and Jen Currin	January 2024	January 2024	Completed.
Have working groups review all course outlines for Creative Writing to assess which PLOs have been integrated into which courses (and how).	Aislinn Hunter and Jen Currin	January 2024	January 2025	Completed
Revise course outlines.	All faculty	January 2024	January 2025	Completed

Creative Writing Second Annual Follow-Up Report

GOAL 2: Update program relevance and help students enter and continue the pathway

Actions(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to date/Reasons for Lack of Progress
Clarify and consolidate the purpose of the New Media stream, hire more qualified faculty who can teach it, promote the stream through marketing.	Nicola Harwood, Ross Laird, Nathan Adler	January 2024	June 2026	<p>Part one: Completed</p> <p>August 2025: Regularized sessional faculty, Nathan Adler who has specialized teaching in New Media</p> <p>Part Two: In Process</p> <p>Marketing: We require more time on this. We have had one member of this committee retire and also, in response to KPU budget concerns, overall CRWR Program marketing has taken precedence over marketing New Media courses.</p> <p>The committee will follow up with Marketing New Media courses.</p> <p>We request an extension to June 2026 to complete this.</p>
Discuss possibility of online minor stream with administration.	Chairs and Aislinn Hunter	January 2024	January 2025	Completed. Aislinn Hunter has had several conversations with the administration about this and the department has determined it is not a feasible option at this time.
Discuss the possibility of extra funding for decolonial work and to bring in Indigenous writers and speakers.	CRWR Chairs	January 2024	April 2024	Completed. We will continue to ask for funding annually for more Indigenous writers to visit our classes.

Creative Writing Second Annual Follow-Up Report

Actions(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to date/Reasons for Lack of Progress
Develop a clear set of admission guidelines (a one-pager) for mature student applicants or aspiring writers wanting to take a CRWR class at KPU. Offer and promote Advising hours.	CRWR Chairs	January 2024	One-pager: September 2024; advising ongoing	Completed. The CRWR Dept. has set up an ongoing relationship with Advising in which we have advisors come into our 1200, 2300, and 2900 courses at the beginning of terms. One-pager: Completed
Create a clearer 4-year pathway model for students (via graphics or a video) so that the idea of what a Creative Writing degree entails becomes more easily conceptualized.	Marketing Department and CRWR Chairs	January 2024	June 2026	The CRWR Chairs will work with the Arts Advisors and Marketing to create an infographic.
Finish revising hiring criteria to reflect decolonizing practices across the institution and the nation. In next rounds of hiring, focus on inclusive processes in hopes of recruiting BIPOC faculty.	CRWR chairs Jen Currin and Nicola Harwood	September 2022	December 2022	Completed.
Discuss how CRWR Dept. can work with, and support, Indigenous writer-in-residence.	Faculty as a whole	September 2023	September 2024	Completed. We have had each Indigenous Writer-in-Residence meet with our department as a whole, sometimes more than once, and many of us have had the WIRs come to speak/read in our classes. We will continue to engage with future KPU Indigenous Writers-in-Residence.

Creative Writing Second Annual Follow-Up Report

GOAL 3: Analyze and update instructional delivery methods as needed.

Actions(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to date/Reasons for Lack of Progress
Begin robust faculty discussion on issue of professional development for students and the balance of literary training with employment skills. Consider adding a professional development component to the capstone 4150/4250 courses.	CRWR faculty as a whole	September 2023	April 2024	Completed. We have decided to focus on teaching professional development and employment skills through our Special Topics courses, 3400 and 2900, as well as continue to teach these skills in the CRWR 3303: The Business of Writing. Professional practices courses in Teaching Creative Writing and Freelancing are running Sp 26 under 3400 Special Topics.
Create (and possibly formalize) opportunities for students to experience professional development and work experience through specific courses. Consider revising the reading series model to focus more on professional development. Consider using new Student Level Program and Research Credit courses as professional development opportunities for upper-level students.	CRWR faculty as a whole	September 2023	September 2028	Completed/ongoing. New Initiatives in process: CRWR Faculty are currently developing a program with the Surrey Library as well as Surrey high schools and community organizations to place CRWR students in these facilities to teach CRWR workshops. These placements will be part of the “Teaching Creative Writing” course being offered for the first time in Spring 26. In Spring 2026 we are hosting a panel discussion with community members who teach creative writing in different contexts (university, high school, community) as part of our Reading Series. We are also hosting a Student / Alumni reading in Fall

Actions(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to date/Reasons for Lack of Progress
				<p>2025. Both of these events are seen as forwarding our objective of creating more professional opportunities and mentorship connections for our students.</p> <p>Ongoing: Embedding professional development opportunities and assignments in courses will be ongoing including the required CRWR 3303 Business of Writing which requires a significant number of assignments from students that bring them into the community to volunteer at and/or attend writing events.</p> <p>CRWR instructors have worked with Service Learning to hire CRWR students several times to assist with our courses and make community connections.</p>
Have a fulsome faculty discussion about the effects of de-laddering courses in our last curriculum revision. Perform an analysis/multiple student case-study of the two-year ed. plan to see how the ed. plan’s genre switching affects students’ ability to progress through the program	CRWR faculty as a whole	September 2023	June 2026	<p>Part one: Completed. We have discussed the de-laddering at several meetings and have consensus that it is working well for most students.</p> <p>In Process: Aislinn Hunter, with the support of Arts Advising, will undertake a multiple-student case study of recent graduates to analyze their pathways through the program to graduation. She will conduct a follow up interview to</p>

Creative Writing Second Annual Follow-Up Report

Actions(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to date/Reasons for Lack of Progress
				determine factors that affected their choices and outcomes, including the effectiveness of the current Ed Plan. To be completed in June 2026.
Post intended CRWR classes for the year so that students can plan their schedule.	CRWR Chairs and Anne Linn	September 2023	September 2023	Completed/ongoing.
Review the balance of courses offered across terms to see if adding more courses in the summer would help with the flow of the program. Clarify if student dissatisfaction is based on desired or required courses and, if possible, what courses in particular.	CRWR Chairs	January 2024	June 2026	<p>Complete / ongoing.</p> <p>We have decided to keep the summer offerings as they are, but will be moving forward to incorporate a CRWR 3400 which appeals to a wide swath of university students, not just CRWR students. (April 2024)</p> <p>Ongoing: With the current budget situation at KPU we are looking once again at summer term offerings and will survey students to get a sense of their desires for taking more CRWR classes (and at what levels) in the summer term.</p>
Continue grading roundtables, once or twice a semester.	CRWR faculty as a whole	September 2023	Completed /ongoing	Completed/ongoing.
Consider developing a concept-based introduction to creative writing courses.	Faculty as a whole	January 2024	April 2024	<p>Completed.</p> <p>We have discussed this and do not think we will have the student numbers or the</p>

Creative Writing Second Annual Follow-Up Report

Actions(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to date/Reasons for Lack of Progress
				budget from the administration to pursue this at this time.

GOAL 4: Market the Creative Writing Program to a wider pool of potential students, create a stronger alumni community, and create a Program Advisory Committee

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to date/Reasons for Lack of Progress
Assist students in starting a CRWR chapter of the Alumni Association.	Jen Currin	May 2023	December 2023	Completed.
Work with recommendations from the DA and enlist Marketing to create communication tools to increase Creative Writing's profile.	CRWR Chairs	September 2023	Ongoing	<p>2024-2025</p> <p>Worked with the Recruitment team to identify CRWR specific high school programs in our catchment area.</p> <p>Developed and filmed a promotional video with CRWR students in it (supported by Marketing and due for final edit Fall 2025)</p> <p>Starting a video and poster campaign aimed at local high schools in the catchment to go along with our new course ("Teaching Creative Writing" - course launching in Spring 2026.</p> <p>Published a feature article on alumni success for Faculty of Arts newsletter.</p> <p>Promoted a new KPU-local library program through various media (print, online promotions, social media) where CRWR alum give workshops in local libraries</p>

Creative Writing Second Annual Follow-Up Report

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to date/Reasons for Lack of Progress
				Chair, faculty and students will have tabled, attended, presented, run workshops and info sessions at 7 different KPU student recruitment events (such as Open Doors, Open Minds, KPU Open House, Creative Connections) and community events (such as Word Vancouver, Vancouver Writers Festival etc.) between Sept 2025 and Dec 2026.
Start an annual CRWR Alumni Reading or event.	Jen Currin and Cathy Stonehouse	March 2023	Ongoing	This has already begun (first CRWR Alumni Reading in March 2023). The official CRWR Alumni Chapter has taken over this event and hosted a second alumni event in March 2024. We are hosting a CRWR Student / Alumni reading in Fall 2025.
Expand the CRWR Department's presence on social media.	Cathleen With and Anne Linn	September 2023	Ongoing	Ongoing. Anne Linn and Cathleen With post on the CRWR Department's social media accounts.
Create a Program Advisory Committee (PAC).	Faculty as a whole	January 2024	May 2027	PAC discussions have been had at faculty meetings but little progress has been made due to many faculty changes, retirements, hiring and the urgency of responding to the KPU budget situation. Developing a PAC will be put on the next CRWR Faculty mtg agenda and roles assigned to move the task forward with a goal of having an established PAC by May of 2027.

Creative Writing Second Annual Follow-Up Report

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to date/Reasons for Lack of Progress

GOAL 5: Assess the Creative Writing Department's needs around services and facilities on campus and make changes if necessary

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to date/Reasons for Lack of Progress
Invite a member, or members, of Accessibility Services to sit in on a Creative Writing first year and third year class so they have a better idea of what our courses entail.	CRWR Chairs	September 2023	January 2025	Completed. An Accessibility Advisor sat in on one first year and one upper-level class in November 2024 and January 2025.
Faculty members should assess satisfaction with the shared office and work with facilities management to assess the possibility of changing the shared office into a student lounge and using smaller offices for faculty and student meetings.	Faculty as a whole	January 2024	January 2024	Completed. The faculty is fine with our office space which was recently renovated, has room for faculty mtgs and works well for student / faculty meetings.
Faculty to work with facilities to assess current public spaces on campus for events and display of student work.	CRWR Chairs	September 2023	Ongoing	Completed. There are several spaces on campus in which we hold events although none of these are entirely satisfying due to traffic and spill-over noise. We are hoping the initiative to build a black box theatre will progress as this is the kind of space that we need for our events. We will continue to advocate for a good presentation space to serve the campus community.



SENATE STANDING COMMITTEE ON PROGRAM REVIEW
Reviewers' Comments: Creative Writing Second Annual Follow-Up Report

PROGRAM UNDER REVIEW: Creative Writing

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: This is an incredibly clear, well-articulated 2nd Annual Follow-Up Report. Additions to complete and/or continue to develop elements of the QAP are well documented or explained. Given the nature of current KPU issues, the single element pushed forward (Goal 2, Action 1) for more time makes both sense and is imminently reasonable. Other 'ongoing' elements demonstrate every indication that this will continue forward accordingly.

Reviewer #2: A lot of good effort has been put into year two of the follow-up, particularly in the area of community connections. Very thorough report and focused work. There are a number of deadlines that extend to June 2026 and beyond.

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

- ☒ Reviewer #1 & #2: 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	Program's Response
Page 3 - Develop a clear set of admission guidelines (a one-pager) for mature student applicants or aspiring writers wanting to take a CRWR class at KPU. Offer and promote Advising hours.	I'm confused by this statement. Is this for new applicants or current students? Student Recruitment Coordinators support applicants. Are they promoting to new applicants? Advisors see current students. What are they promoting in the 1200, 2300, 2900 classes? My team has not received this promotional material and we caseload 1 st and 2 nd year students. Consider sharing this more widely.	

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

Agenda Number: 5.3

Meeting Date: October 29, 2025

Presenter(s): Alek Egi, Dominic Bernard, Jeff Dyck, Brett Favaro

AGENDA TITLE: BREWING AND BREWERY OPERATIONS SECOND ANNUAL FOLLOW-UP REPORT

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION: THAT the Senate Standing Committee on Program Review approve the Brewing and Brewery Operations Second Annual Follow-Up Report as attached.

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

COMMITTEE REPORT

For Secretariat Use Only

Attachments

Brewing and Brewery Operations Second Annual Follow-Up Report

Submitted by

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

Date submitted

September 29, 2025

PROGRAM UNDER REVIEW: Diploma in Brewing and Brewery Operations

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: The report is clearly laid out with details pertaining to progress on the different goals.

Reviewer #2: Clear and concise. No major concerns.

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

- ☐ Recommend for approval by the SSCPR as is
☒ Reviewer #1 & #2: 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	Program's Response
Pg. 1 under laddering: The second sentence is confusing as to what your intention is	Clarify this comment "Communicate this in outreach materials"	We have focused on developing smaller credentials in an attempt to increase enrolment in the HOPS courses as opposed to linking the BBO Diploma to other programs at KPU.
Pg. 8 last action under goal 3: As per the report, funding has been received to purchase the precision scale	Clarify if the equipment has been purchased and if not, why not.	The equipment has been purchased.
Pg. 9 Goal 4 Action 2:	Please provide clarification as to what specifics have been done. The action was to evaluate current curriculum and the result is course revision has been made.	HOPS 1100 was revised to include other fermented beverages. Minor revisions have also been made to other HOPS courses. For example HOPS 1110 is now called Beer Sensory Evaluation. All revised course outlines are available in CIM.
Pg. 9 Goal 4 Action 4:	Clarify what level for AI use was agreed on as per Teaching and Learnings AI standards.	The department has decided to allow the use of AI as a learning tool and is providing guidance to the students on how to use AI.

		How AI can be used is specified in each assignment. Some assignments allow the use of AI and others do not.
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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. 1: "The following Micro-credentials were approved in March 2025..."
Pg. 3: Had a meeting with Gayle Bedard on March 1 st 2024 to discuss Indigenization. Gayle recommended we "talk about" (change to "discuss") the adverse effects of alcohol on society and not focus on any particular group of people.
Pg. 8: "yest" should be "yeast"
Pg. 8: "This app automatically graphs production data, making it easier for students to interpret the results"
Pg. 8: We would still need further funding to improve yeast propagation capabilities. Remove "would"
Pg. 9: "The IBD certification is substantially chapter, than KPU and we..."



Brewing and Brewery Operations Second Annual Follow-Up

Date Self-Study Report approved by SSCPR: September 21, 2022

Date of External Review Site Visit: March 14 & 16, 2023

Date Quality Assurance Plan approved by SSCPR: October 25, 2023

Date First Annual Follow-Up Report approved by SSCPR: October 23, 2024

Date Second Annual Follow-Up Report submitted:

SECOND PROGRESS REPORT

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGAN: October 2023

GOAL 1: Grow enrollment in the program by reducing barriers to application and increase annual enrollment to a minimum of 24 students.

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
Faculty will fill out the program change form to suspend the portfolio requirements from the application process	Chair	Oct. 2023	March 2024	Completed. Changed the portfolio to a letter of intent passed at senate in April 2024.
Faculty will work with the Dean's office to survey alumni to better understand career trajectories post-graduation and integrate into recruitment communications	Chair	Oct. 2023	June 2024	Completed. Updated the career trajectories on the kpu.ca/brew website in March 2024.
Laddering <ul style="list-style-type: none">Faculty will work with academic advising in the Faculty of Science and Horticulture to identify laddering pathways within KPU wherein graduates can pursue additional credentials after completing this diploma. Communicate this in outreach materials	Chair	Dec. 2023	June 2024	Completed. We have focused on making smaller credentials using the existing courses in HOPS. The following Micro-credentials were approved in March 2025: Micro-credential in Brewing Science Micro-credential in Brewing Micro-credential in the Business of Brewing Micro-credential in Beer Sensory Completed July 2, 2025. Certificate in Brewing Completed. HOPS 1100, HOPS 1105, HOPS 1110, HOPS 1212 and

Brewing and Brewery Operations Second Annual Follow-Up

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
				<p>HOPS 1211 courses have been made available to the general KPU student population.</p> <p>A pathway has been developed and is now available for students to take the Brewing and Brewery Operations Program on a part time basis (3 and 4 year options).</p>
<p>Accessibility -Faculty will email with KPU’s Lead Advisor on Disability, Accessibility, and Inclusivity to investigate barriers to participation from various minority groups:</p> <ul style="list-style-type: none"> - Gender (I.e. seeking gender balance – the program is currently skewed male) - Disability – identify how to improve the ability of the program to accommodate people with disabilities - Race (currently white-skewed) 	Chair	Oct. 2023	July 2025	<p>Completed. Wrote an Impact Statement for KPU’s Brewing and Brewery Operations program stating that we are committed to supporting Equity, Diversity, and Inclusion in our program and the brewing industry as a whole. The document was approved by the Office of the Vice President, Equity and Inclusive Communities on April 3, 2025.</p> <p>Bought step stools to make the brewery more accessible for a student with dwarfism.</p> <p>Have made it official on the www.kpu.ca/brew web page that this program can be taken on a part time basis thus helping to make the program more accessible.</p>

Brewing and Brewery Operations Second Annual Follow-Up

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
<p>Indigenization</p> <ul style="list-style-type: none"> - Meet with AVP Indigenous Leadership to discuss the brewing program and how best to approach the subject of Indigenization - Invite Indigenous breweries to send members to participate in the PAC so that they can provide guidance to the Brewing and Brewery Operations program - Invite Indigenous alumni to the PAC to obtain their perspectives on the challenges they experienced within the program and the brewing industry. Get feedback on how some barriers could be removed or reduced. 	Chair	Nov. 2023	June 2024	<p>Completed. Had Locality Brewing (Métis Owned) brewery attend the Brewing PAC February 2024</p> <p>Had Ravens Brewing (Indigenous Owned) brewery attend the Brewing PAC February 2024</p> <p>Had a meeting with Gayle Bedard on March 1st 2024 to discuss Indigenization. Gayle recommended we talk about the adverse effects of alcohol on society and not focus on any particular group of people. It was also recommended to bring in guest speakers to discuss the impacts of alcohol.</p>
<p>Event attendance:</p> <ul style="list-style-type: none"> - Develop rubric for evaluating merit of external events - Use this rubric to design an annual event plan, highlighting which events the program will ensure presence at 	Chair	Oct. 2023	June 2024	<p>Completed. We have developed a rubric for event attendance and it has been discussed and approved by the department.</p> <p>A YouTube channel https://www.youtube.com/@KPUBrewing has been created to help recruit prospective students (1505 subscribers and over 115000 views).</p> <p>Brewing Program LinkedIn page created – gained 546-followers since May 2024</p>

Brewing and Brewery Operations Second Annual Follow-Up

GOAL 2: Improve the quality of experiential learning within the program. We want our brewery and laboratory equipment to reflect the best practice and use.

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
<p>The department chair will liaise with the Dean's office and the KPU space committee to see if it is feasible to gain dedicated laboratory space to increase quantitative data collection</p> <p>-Investigate the feasibility of renovating the office space in the brewery to convert it to a dedicated lab space</p>	Chair	Oct. 2023	August 2025	Completed. Had a brewery site visit with the Divisional Business Manager for the Faculty of Science to highlight the need to provide more storage to remove the clutter in the Brewery. A temporary storage space was provided to help remove the clutter from the brewery. Given the current financial situation at KPU a dedicated lab space for the brewery is not approved.
<p>Equipment:</p> <ul style="list-style-type: none"> - At present, the brewery primarily has equipment that mirrors the craft brew industry. <p>Where possible, the faculty will advocate for the procurement of industry-standard equipment that would be found at large scale breweries, e.g. canning line, yeast propagation equipment. The faculty will fill out capital budget requests advocating for improvements of the instructional equipment.</p> <ul style="list-style-type: none"> - Where procuring such equipment is not possible, review the current suite of field trips and ensure that students are exposed via field trips to working breweries that possess this equipment 	Chair	Oct. 2023	August 2025	<p>Completed. Have submitted a capital request and have purchased a flowmeter and a sulfur titrator for the 2025-2026 fiscal year.</p> <p>We have received a new canning line in September 2024 that is a better representation of equipment used in the industry. This new canning line has improved the shelf life of KPU beers and allows KPU to nitrogenate beverages.</p> <p>Faculty continue to organize field trips to bigger breweries such as Philips, Field Five Brewing, Central City and Molson Coors for students to see different brewing equipment in action.</p>

Brewing and Brewery Operations Second Annual Follow-Up

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
<p>Lab space:</p> <ul style="list-style-type: none"> - Review space needs to perform sensory evaluation and store equipment, and additionally to conduct lab work - Faculty will inquire with the space committee to see if it is feasible to allocate a specific room to perform sensory evaluation, and store equipment safely - Additionally, faculty will inquire with the space committee to see if it is feasible to renovate the office space in the brewery to conduct laboratory work. Food safety requires that food production and chemical analyses be in separate locations to avoid cross-contamination. 	Chair	Oct. 2023	August 2025 6	<p>Completed. Given the current financial situation at KPU a dedicated lab space for the brewery is not approved.</p> <p><u>In August 2024, the large brewery sink was modified to function as a small-scale industrial pasteurizer. A new canning line was added in September 2024, enhancing the brewery's production capabilities. These upgrades provide students with valuable hands-on learning opportunities, including the ability to pasteurize full production batches of beer brewed on-site.</u></p>
<p>Operations:</p> <ul style="list-style-type: none"> - Hold regular (biweekly or monthly) departmental meetings to coordinate cross-class activities - Collaboration with Teaching and Learning to create more effective experiential learning activities 	Chair	Oct. 2023	Sept. 2026	<p>In progress. The Brewing Department has weekly department meetings.</p> <p><u>The department had an authentic assessment workshop with T&L on February 20, 2024.</u></p> <p><u>Established a Brewing Sensory Panel in February 2024, composed of faculty, staff, and students. Student participation is voluntary and has sparked strong interest among both first- and second-year students.</u></p> <p><u>The department was running weekly sensory panels with the students to assess the quality of the beer that is being produced by the KPU brewery. This provided a great experiential learning activity for the students.</u></p>

Brewing and Brewery Operations Second Annual Follow-Up

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
Research: <ul style="list-style-type: none"> Have students participate in small research projects funded by student research and innovation grants 	Faculty led would be determined for specific research projects	Sept 2024	Sept 2026	Complete, but we will continue to encourage research opportunities for the students. Two brewing students received a Student Research and Innovation Grant to do a project on hop extracts versus pellets. The results were shared at the Master Brewers Association of the Americas (MBAA) western district meeting on November 26, 2024

GOAL 3: Improve operations of the physical brewery to align with industry best practices.

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
The faculty will advocate with the Dean's office to establish a new staff position of brewery coordinator (or other appropriate title) to take on the administrative tasks required in operating a brewery. This would allow the educational faculty and staff to focus on curriculum improvements.	Chair	Jan. 2024	July 2024	Completed. A capital request for a brewery coordinator was put forward but not funded for 2024-2025
The faculty will work with facilities to complete the installation of a working chiller	Chair	Has started	Dec. 2023	Completed. The project was completed on October 9 th , 2024.
The faculty will email the Dean's office and facilities to explore opportunities for decarbonization within the brewery, e.g. improving energy efficiency, capturing CO ₂ , using low global warming potential coolant	Chair	Has started	Sept. 2025	Completed. Quotes from a vendor has indicated that CO ₂ capture is not feasible given the small amount of CO ₂ generated in the brewery. Using low global warming potential coolant is currently cost prohibitive for the size of the brewery.
The department chair will liaise with the Dean's office and the KPU space committee to see if it is feasible to gain dedicated lab or storage space. (e.g. room 1370)	Chair	Oct. 2023	April 2024	Completed. Have been told by the Dean's Office that it is not possible to allocate a specific room for the sensory evaluation class.

Brewing and Brewery Operations Second Annual Follow-Up

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
The faculty will fill out capital budget requests to acquire equipment to conduct yeast propagation	Brewing Microbiology Faculty	Oct. 2023	Sept. 2025	Completed. A precision scale was purchased , and this- helped improve cell counting capabilities.- We- still need further funding to improve yeast propagation capabilities. Students are doing small scale propagation in the HOPS 1211 Brewing Microbiology lab. With the current equipment at KPU it is not feasible to propagate for the brewery, but we are training students how to crop and reuse the yeast in subsequent brews which is a practice that is commonly used in the brewing industry

GOAL 4: Improve the curriculum to maintain relevance with changes in the industry and increase the development of applied skills for the students.

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
The faculty and instructional staff will continue to teach students to make decisions based on measured quantitative metrics	Chair	Oct. 2023	Oct. 2027	In progress. In January 2024, we implemented the use of a data tracking app called Grist Analytics in all 4 practical Brewing classes. This app automatically graphs production data, making it easier for the students to interpret the results. In progress. We have been working with a company called BrewOps to get more process data. BrewOps has provided sensors that track cleaning efficiency, oxygen levels throughout the brewing process.
The faculty and instructional staff will evaluate current curriculum to determine content that can be reviewed, creating room for new content	Chair	May 2024	May 2025	Completed. Course revision have been made. HOPS 1100 was revised to include other fermented beverages. Minor revisions have also been made to other HOPS courses. For example, HOPS 1110 is now called Beer Sensory Evaluation. All revised course outlines are available in CIM.
The faculty will review current pre-requisites to determine whether each criterion is a valid predictor of success in the program	Chair	Oct 2023	June 2024	Completed. Have met with Oreg and have decided to keep chemistry and math as admission requirements as these pre-requisites are vital to the student success.

Brewing and Brewery Operations Second Annual Follow-Up

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
The faculty will conduct review of course evaluation schemes and make changes to ensure authentic assessment of learning, in consultation with FSH T&L liaison	Chair	May 2024	May 2025	Completed The department had an authentic assessment workshop with T&L on February 20, 2024. As a department, we will continue to develop assessment activities that are authentic and reflect tasks that the students would encounter on the job site. Department members have taken Generative AI workshops with T&L in 2025 and have developed an AI policy for the department. Assignments have been modified to include AI use. The department has decided to allow the use of AI as a learning tool and is providing guidance to the students on how to use AI. How AI can be used is specified in each assignment. Some assignments allow the use of AI and others do not. The department is also using oral assessments in the practical brewing and packaging classes to verify the understanding of the students.
The faculty will investigate whether a course on brewery maintenance is needed. If so, the faculty will advocate with the provost office to fund the resources needed to create and deliver the course.	Faculty teaching the Equipment and Technology class	May 2024	May 2027	In progress. Have written course learning outcomes for a brewery maintenance course and have been told by the Dean's office that there is no funding available for a new course. Have also reached out to the trades campus to see if they would have the shop space to teach a maintenance course. It was suggested by the Dean's office to pursue this new course as a continuing and professional studies (CPS) offering. Meetings have happened in the summer of 2025 for developing a brewing maintenance CPS course. Challenges exist with finding a location that would have equipment and shop space for students to work on equipment.
Map the Brewing and Brewery Operations Program curriculum to see if it supports students to complete the Institute of Brewing and Distilling (IBD) examination. Encourage students to write the IBD exam at the end of the diploma program.	Chair	May 2025	Sept. 2025	Not started. As a department, we have decided not to pursue. We want students to come to KPU and not guide them towards the IBD. The IBD certification is substantially cheaper than KPU and we are concerned that students would choose not to come to KPU. The KPU program has many practical components versus the IBD is simply theoretical.

Brewing and Brewery Operations Second Annual Follow-Up

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
<p>Review necessary transferrable skills, such as critical thinking, problem solving, writing, and communications, and ensure presence in curriculum.</p> <ul style="list-style-type: none"> - Ensure support is present for English Language Learners 	Chair	May 2024	Sept. 2025	Completed.. A lab writing workshop was created and integrated into the chemistry lab. Guidelines for reporting sensory laboratory results implemented into Moodle courses. A document was also created to guide students with the use of Generative AI.
The faculty will email the Provost’s office to inquire if there is interest within KPU for the creation of a bachelors in food science degree	Chair	May 2026	May 2028	Not started yet.

Brewing and Brewery Operations Second Annual Follow-Up

GOAL 5: Investigate whether we should incorporate non-alcoholic beer into our curriculum, and if so, implement it

Actions(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
<p>Review Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) to Investigate the feasibility of including non-alcoholic brewing in the current curriculum or decide if a new course would need to be developed.</p> <ul style="list-style-type: none"> - Review – Technology and processes currently used in industry - New curriculum that would be required (I.e. would we adapt existing courses or create new ones? Would a new credential be needed?) - Assess industry demand for this training 	Chair	Jan. 2024	June. 2024	Completed. The brewing students have been brewing one batch of a low-alcohol beer since the Fall of 2023.
If feasibility study validates this content, then design and implement		Sept. 2024	Sept. 2025	<p>Completed. Have decided to provide the opportunity to brew a low alcohol beer within the context of the practical brewing classes.</p> <p>May 2024, developed food safety plan to brew low alcohol beer. This plan has been approved by the Fraser Health Authority.</p>

SENATE

Agenda Number: 5.4

Meeting Date: October 29, 2025

Presenter(s): Cayley Velazquez, Christina Heinrich, Brett Favaro

AGENDA TITLE: HEALTH SCIENCE SELF-STUDY REPORT

ACTION REQUESTED: Motion

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

COMMITTEE REPORT

For Secretariat Use Only

Attachments

Health Science Self-Study Report

Health Science Self-Study Report Appendices

Submitted by

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

Date submitted

September 29, 2025



Bachelor of Science in Health Science (Honors, Major, Minor) Program Review Self-Study Report

Report Submission Date: September 24, 2025

Program Review Team Members:
Mika Mokkonen, Bassam Nyaeme, Jane Shin, Cayley Velazquez

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List of Acronyms

AGC: Applied Genomics Centre

AI: Artificial Intelligence

ALEX: Alexander College

ANTH: Anthropology

BC: British Columbia

BCCDC: BC Centre for Disease Control

BCGEU: BC General Employees' Union

BCIT: British Columbia Institute of Technology

BIOL: Biology

BSc: Bachelor of Science

CAMO: Camosun College

CAPU: Capilano University

CHEM: Chemistry

CLO: Course Learning Outcomes

CMTN: Coast Mountain College

COLU: Columbia College

COTR: College of the Rockies

DFW: Grade D, F, or W (Withdraw)

DOUG: Douglas College

ENGL: English

ENVI: Environmental Studies

FoS: Faculty of Science

FSO: Future Students' Office

FTE: Full Time Equivalent

GPA: Grade Point Average

HSCI: Health Science

INDG: Indigenous Studies

JIBC: Justice Institute of British Columbia

KPU: Kwantlen Polytechnic University
LANG: Langara College
MATH: Mathematics
MD: Medical Doctorate
OC: Okanagan College
OER: Open Educational Resources
PAC: Program Advisory Committee
PHIL: Philosophy
PHYS: Physics
PLO: Program Learning Outcomes
PSYC: Psychology
SELK: Selkirk College
SFU: Simon Fraser University
SOCl: Sociology
TRU: Thompson Rivers University
TWU: Trinity Western University
UBC: University of British Columbia
UFV: University of the Fraser Valley
UG: Undergraduate
UNBC: University of Northern British Columbia
UVIC: University of Victoria
VCC: Vancouver Community College
VIU: Vancouver Island University

Memo from Dean/Associate Dean

We would like to commend the Health Sciences (HSCI) department of the Faculty of Science for their thorough and insightful self-study. It provides a clear picture of the HSCI program's current state, its evolution and its alignment with KPU's polytechnic mandate as well as industry demands. The program's purpose is clearly articulated and outlines the opportunities for students in pursuit of continuing their educational journey as well as students wishing to enter the workforce upon graduation.

Their reflective and candid evaluation of current courses, curriculum and KPU services and resources highlights a strong commitment to maintaining high-quality education as well as thoughtful recommendations to support the future success of their students and graduates as well as supporting industry needs.

It has been clearly identified that the HSCI program is, and has been, experiencing significant growth in enrollment, and they have outlined a variety of opportunities with regards to offering specialized course options and degree pathways as a response to students, alumni and industry.

They have provided thorough and thoughtful recommendations to support curriculum development in numerous areas such as experiential learning, Indigenization content and perspectives, AI, and opportunities for breadth electives in the Health Sciences industry. These proposed recommendations may also aid in the continuation of growth in HSCI programs. HSCI self-study has acknowledged some misalignments between program learning outcomes (PLO) and course-level content as well as some redundancy in program outcomes. Their suggested recommendation to review and revise the PLO's will lend itself well to focusing on the learning outcomes and needs of students for course progression.

We appreciate the importance the department has put on the need to strengthening industry connections to enhance the program reputation and student preparedness. The program's self-study demonstrates significant strengths and a clear commitment to continuous improvement. With further refinement and implementation of recommendations, the program is well positioned to continue growing in relevance and impact.

The recommendations are clear and actionable, and supported by the Faculty of Science, Dean's Office.

Respectfully submitted,

Amy Jeon
Dean *pro tem*

Christina Heinrich
Associate Dean *pro tem*

1. Introduction

1.1. Overview of the Program(s)

Program(s) Under Review

Program Name	Health Science
Program Level	Undergraduate
Credential	Bachelor of Science, Major in Health Science
Credits Required	124-128 credits
Discipline and specializations if applicable	n/a
Date established and last revision	September 2014 (established); April 2019 (Revision)

Program Name	Health Science
Program Level	Undergraduate
Credential	Bachelor of Science (Honours), Major in Health Science
Credits Required	126-130 credits
Discipline and specializations if applicable	n/a
Date established and last revision	September 2014 (established); April 2019 (Revision)

Program Name	Health Science
Program Level	Undergraduate
Credential	Minor in Health Science
Credits Required	26 credits
Discipline and specializations if applicable	n/a
Date established and last revision	September 2022 (established); not yet revised.

To critically examine the Health Science program at KPU, a clear and universal understanding of the discipline is needed. Faculty within the program describe health science as focusing on the science of human health, where skills based in the biomedical and sociomedical sciences are needed. As such, we define health science as *a broad field that encompasses the study and application of knowledge related to health, wellness, disease prevention, and healthcare. Health science integrates various disciplines and*

diverse approaches to understand the factors influencing human health and the delivery of healthcare services. Health science includes both basic and applied research, as well as the development of strategies and interventions to promote, improve, and/or maintain health.

The Health Science program at KPU is offered as a four-year degree, with either a Bachelor of Science, Major in Health Science option or a Bachelor of Science (Honours), Major in Health Science option. The program also offers a Minor in Health Science degree that is available to students pursuing a bachelor's degree at KPU in a field other than health science. The program is administered by the FoS and equips students for jobs in industry, government, community, or academia, as well as further study in allied health (e.g., occupational therapy, physiotherapy, speech pathology), health professional (e.g., medicine, dentistry, pharmacy, nursing), or graduate programs (e.g., public health, health administration, basic or applied science), as desired. Central to this program is a focus on obtaining relevant job skills, partaking in hands-on learning, and building connections to local community organizations. Completion of the major or Honours degree requires students to complete between 124-128 or 126-130 credits of university coursework, respectively.

As a discipline and as a post-secondary offering, health science is relatively new. For example, the University of Northern British Columbia's program began in the mid 1990's and Simon Fraser University's program began in 2005. In 2008, KPU became a degree granting institution and subsequently pursued a BSc in Health Science program. The program proposal received Senate approval in August 2010 and BC Ministry of Post-Secondary Education and Future Skills approval in September 2010. The program was designed to support KPU's strategic objective of developing new baccalaureate science degrees and increasing student FTEs. Furthermore, the program was intended to be consistent with KPU's mission to create an exceptional student-focused learning environment that is relevant, engaging, and collaborative by integrating applied learning and broad-based education in innovative inquiry-driven programming.

The Health Science program was built upon KPU's core strengths in science, community and health studies, business, and humanities, by incorporating existing courses offered by these faculties and departments. The program was developed in consultation with relevant post-secondary, regulatory, professional, and industry experts (e.g., Fraser Health, UBC Medicine) and designed to increase post-secondary science enrolment in health science education, particularly in the region that KPU serves (Langley, Surrey, Delta, and Richmond). A broad-based degree program with an emphasis on practical skills and undergraduate research opportunities with community and industry affiliations was designed. The first health science courses were taught in January 2014 and the first student graduated in 2018. The program has been on a mostly upward trajectory and sustained pattern of growth since its inception.

Admission Requirements and Laddering

Admission to the Health Science program is open-intake which means there is no yearly limit to the number of students admitted. The FoS admission requirements apply to the program, where new students choose Health Science Intended (undeclared). To complete all first-year courses, students should meet the following prerequisites: English 12 (C+) or equivalent, Chemistry 12 (C+) or equivalent, Pre-calculus 12 (C+) or equivalent, and Physics 12 (P). Biology 11 and 12 are recommended but not required. Students missing any of the above prerequisites upon graduation from high school can upgrade at KPU via the respective qualifying course(s).

Students should declare into the Health Science program by the time they complete 60 credits of undergraduate coursework. At declaration, the student must satisfy all of the following requirements:

- In good academic standing with the University
- Completion of a minimum of 21 credits of undergraduate course work, including the following:

- 3 credits of ENGL at the 1100 level or higher
- BIOL 1110 (minimum grade “C”)
- HSCI 1115 (minimum grade “C”).

Students with post-secondary experience (e.g., from another post-secondary institution) can declare directly into the Health Science program if all of the declaration requirements (above) are met.

Credential and Curricular Requirements

The curricular requirements for a BSc degree at KPU include:

- In addition to ENGL 1100, complete 3 credits from courses designated as Writing Intensive
- 120 credits from courses at the 1100 level or higher.
- 45 credits from courses at the 3000 level or higher, including 9 credits at 4000 level.
- 18 credits of breadth electives including at least 3 credits from a course at the 3000 level or higher:
 - at least 12 credits from courses that are offered outside the Faculty of Science; and
 - up to 6 credits from courses offered within the Faculty of Science other than BIOL, CHEM, MATH, and PHYS
- Cumulative GPA of 2.0 or higher
- At least 50% of all courses for the BSc, and at least 66% of upper-level courses for the BSc, must be completed at KPU.

Bachelor of Science, Major in Health Science

Required courses for the BSc Major in Health Science include:

Year 1: BIOL 1110, 1210; CHEM 1110, 1210; ENGL 1100; HSCI 1115, 2220; MATH 1120 or 1130, 1230; one of (INDG 1100, MATH 1135, PHIL 1145, 1155, or SOCI 1125)

Year 2: BIOL 2320, 2321, 2421; CHEM 2320, 2420; PHYS 1101; SOCI 2280; elective at 1100 level or higher; one of (ANTH 1100, ENVI 2305; PYSC 1100, PHYS 1102, PHIL 1145).

Year 3: BIOL 2330, 3130, 3180, 3321, 4230; STAT 2335; PHIL 3010; two of (BIOL 3320, HSCI 3110, 3215, 3225, or 4130).

Year 4: BIOL 3421, 4130; HSCI 4380; two of (BIOL 3330, 4320, 4245, 4255, HSCI 4170); two of (HSCI 4110, 4140, 4245, 4250); HSCI 4950 and an elective at the 3000 level or higher OR HSCI 4199 and HSCI 4299.

(<https://calendar.kpu.ca/programs-az/science/health-science/health-science-bs/#requirements-text>)

Bachelor of Science (Honours), Major in Health Science

Required courses for the BSc Major (Honours) in Health Science include:

Year 1: BIOL 1110, 1210; CHEM 1110, 1210; ENGL 1100; HSCI 1115, 2220; MATH 1120 or 1130, 1230; one of (INDG 1100, MATH 1135, PHIL 1145, 1155, or SOCI 1125)

Year 2: BIOL 2320, 2321, 2421; CHEM 2320, 2420; PHYS 1101; SOCI 2280; elective at 1100 level or higher; one of (ANTH 1100, ENVI 2305; PYSC 1100, PHYS 1102, PHIL 1145).

Year 3: BIOL 2330, 3130, 3180, 3321, 4230; STAT 2335; PHIL 3010; two of (BIOL 3320, HSCI 3110, 3215, 3225, or 4130).

Year 4: BIOL 3421, 4130; HSCI 4380, 4990, 4995; two of (BIOL 3330, 4320, 4245, 4255, HSCI 4170); two of (HSCI 4110, 4140, 4245, 4250)

(<https://calendar.kpu.ca/programs-az/science/health-science/health-science-bsh/#requirementstext>)

Minor in Health Science

Students pursuing a Minor in Health Science must be admitted to KPU for undergraduate studies. Students pursuing this minor must declare this option prior to graduation. A minor may only be declared as part of a baccalaureate degree unrelated to health science. The Minor in Health Science requires completion of 26 credits as specified by completing the following set of core courses: BIOL 1110, BIOL 1210, HSCI 1115 and a minimum of 15 credits from courses in HSCI at the 3000 level or higher, including: a minimum of 6 credits in courses at the 4000 level or higher.

(<https://calendar.kpu.ca/programs-az/science/health-science/health-science-minor/#requirementstext>)

Transferability

Many of the first- and second-year courses that are offered within the Health Science program have existing course articulation agreements with various post-secondary institutions in BC (see Table 1 for courses that transfer directly to KPU under the [BC Transfer Guide](#)).

Table 1. Transferability of first- and second-year required Health Science program courses from various post-secondary institutions across BC to KPU.

	ALEX	BCIT	CAMO	CAPU	CMTN	COLU	COTR	DOUG	LANG	OC	SELK	SFU	TRU	TWU	UBCV	UFV	UNBC	UVIC	VCC	VIU
BIOL 1110	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	
BIOL 1210	✓			✓	✓	✓	✓		✓		✓	✓	✓	✓		✓		✓	✓	
CHEM 1110	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CHEM 1210	✓		✓			✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
ENGL 1100	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓
HSCI 1115	✓		✓	✓		✓			✓			✓					✓			
*MATH 1120	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
MATH 1230						✓		✓	✓				✓			✓				
PHYS 1101	✓	✓	✓		✓			✓	✓	✓	✓	✓	✓			✓	✓			✓
BIOL 2320			✓				✓	✓	✓		✓			✓		✓				✓
BIOL 2321	✓			✓	✓		✓	✓	✓		✓		✓	✓		✓		✓		✓
BIOL 2330			✓	✓			✓	✓					✓	✓						
BIOL 2421	✓			✓	✓	✓			✓	✓	✓		✓			✓				
CHEM 2320	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓			✓	✓
CHEM 2420	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓			✓	✓
HSCI 2220																				
STAT 2335			✓							✓		✓						✓		✓
SOCI 2280	✓				✓			✓								✓				

*Includes MATH 1120 or MATH 1130 (as either are acceptable within the Health Science program).

1.2. Program Department

The Department of Biological and Health Sciences currently offers courses at KPU's Langley, Richmond and Surrey campuses. With the exception of two courses (i.e., HSCI 2220 Medical Terminology and SOCI 2280 Sociology of Health, Disability, and Society), students attending the Richmond campus can complete all courses required for the first two years of the program. The full degree, including all HSCI courses at the third- and fourth-year levels, is run at KPU's Surrey campus. The Surrey campus also has dedicated research spaces such as the Applied Genomics Centre (AGC), an applied research lab focused on developing molecular genetic (genomic) and cellular product (metabolomic) solutions for the agricultural and human health sectors. As of March 1, 2025, the Department of Biological and Health Sciences included both regular (20.79 FTE) and contract (0.58 FTE) faculty, along with regular (20 FTE) and contract (3.2 FTE) BCGEU staff (e.g., lab technicians, lab instructors). There is also a lab supervisor that supports the laboratory instructors and technicians (under the guidance of the FoS Dean's office) and a research coordinator for the AGC laboratory.

1.3. Program Purpose

The purpose of the Health Science program is to provide graduates with: 1) foundational knowledge in the basic sciences; 2) skills to apply scientific knowledge to clinical, public, and population health issues; and 3) educational prerequisites for entry into allied health, health professional, or graduate programs. In addition, the Health Science program is intended to align with the BC Ministry of Post-Secondary Education and Future Skills seven essential skills needed for work, learning, and life that include: writing clearly and concisely, speaking effectively, reading and comprehending material, working effectively with others, analyzing and thinking critically, resolving issues or other problems, and learning on your own. The program is designed around core courses such as anatomy, physiology, biochemistry, genetics, and microbiology that are complemented with electives in areas such as bioinformatics, nutrition, health policy, health care ethics, health and aging, and health business. Students in either the major or Honours degree option have the opportunity to participate in a year-long applied health research project under a faculty supervisor. The program is designed to provide students with the necessary skills to pursue a career aimed at promoting health among local, regional, national, and international communities.

Changes Since Program Launch

Since its launch in 2014, the Health Science program has continued to adapt to meet the needs of its students, along with relevant industry and community partners, primarily via curricular changes. For instance, the Honours degree option was approved in 2017. Some initial courses (e.g., HSCI 3205 Health Law, HSCI 4135 Herbal Medicines and Natural Health Products) were never developed, and others had name changes to better reflect the course content (e.g., HSCI 3XXX Science Language was changed to HSCI 2220 Medical Terminology, HSCI 4XXX Gerontology was changed to HSCI 4140 Health and Aging). The initial degree also included HSCI 4XXX Research Methodology, however, in order to prepare students for senior research project options, the course was changed to third-year level. It was also decided that health science students would take BIOL 3180 Life Science Research Methods in place of a designated HSCI-coded option to better support course offerings (e.g., BIOL 3180 was structured to be broad enough to serve both programs). These changes did not significantly alter the degree program, but instead enabled students to graduate in a timelier manner and allowed the program to remain more viable in its infancy.

The first Health Science program review (2019-2024) provided a baseline assessment of how the program was functioning and how well received it was by students, alumni, faculty, and discipline / sector partners. The review elicited important feedback and triggered multiple changes, most of which were curricular.

Some of the primary changes that resulted from the previous program review are outlined below:

Identified Issue	Program Change
After many of the upper year HSCI courses were initially offered, it was realized that prerequisites should be changed to provide more flexibility to students, especially given that many of these courses are stand-alone and terminal options within the program.	Pre-requisite changes were made for the following courses: HSCI 3110, 3215, 3225, 4110, 4140, 4245, 4380. For several of these, the requirements were made more flexible, requiring only the completion of HSCI 1115 and a certain number of credits (e.g., 60, 75, 90).
Developing research projects and courses that meet student needs was highlighted as an important strategy to expand applied learning opportunities. Health science students who wished to carry out a research project but did not meet the HSCI Honours program requirements had to receive a program override to enroll in BIOL 4199 Research Project I and BIOL 4299 Research Project II (non-Honours research).	HSCI coded non-Honours research courses for the existing Bachelor of Science, Major in Health Science degree program were created. Students taking this option complete HSCI 4199 Research Project I and HSCI 4299 Research Project II if they want to engage in research but do not meet the GPA requirement for an Honours degree.
As a polytechnic university, we continually strive to offer students a unique advantage in the workplace upon graduation by gaining experiential learning while in our program. We found that our students were not receiving enough hands-on training, nor were they fully aware of the career paths available to them with a health science degree. The original degree program proposed the inclusion of a co-operative education option but it had yet to be formalized.	A co-operative education degree option for both major and Honours students within HSCI was established. Consultations regarding co-op were initiated in Fall 2021. The program was approved in Spring 2023 and officially implemented in Fall 2023.
There are students across KPU completing other degrees who have an interest in health (e.g., business students wanting to work in health administration). Without a minor degree option, we were not able to offer a 'value-add' and subsequently, missed out on attracting additional students to our courses.	The Minor in Health Science degree option was developed for KPU students taking other baccalaureate degree programs. The minor was approved in Spring 2022 and officially implemented in Fall 2022.
Particularly in its infancy, the Health Science program frequently had lower student enrolment in 3 rd and 4 th year courses as compared with 1 st and 2 nd year courses.	Most upper year HSCI elective courses within the degree are now offered in alternate years. Allowing both 3 rd and 4 th year students to take courses at the same time has meant that enrolment is healthier and there is a reduced likelihood of courses having to be canceled.

1.4. Issues for Program Review

This is the second program review for both the BSc, Major in Health Science and the BSc (Honours), Major in Health Science degrees (and the first for the Minor in Health Science). The broad goals for the last program review included: (1) increasing student recruitment, retention, and satisfaction; (2) expanding applied and experiential learning opportunities within the degree; and (3) enhancing the individual Health Science program profile and identity within and outside KPU.

The current review will build on these goals and ideally address new issues that have been identified by students, alumni, faculty, and discipline / sector representatives since the previous review was completed. A thorough assessment of curriculum and learning outcomes will also be performed. Findings from the review will be used to highlight program strengths and outline recommendations to reinforce its relevance and support its continued growth.

Some of the program-specific issues that we hope to focus on include the following:

1. Determine whether, and if so how, to adjust the program to meet student needs. The Health Science program was originally designed to serve as a foundational pathway for students intending to pursue a health professional program (e.g., medicine). To date, relatively few program graduates have followed that trajectory, however, there is an increased number of students from KPU applying of late. It is therefore necessary to examine whether the program meets the needs and interests of our current student population and whether the curriculum supports diverse career outcomes both within and beyond graduate education. The following steps may be pursued:

- A. Clarify career pathways beyond health professional programs
- B. Strengthen core skill development across the program
- C. Explore the development of alternative credential options
- D. Examine trends in 3rd and 4th year enrolment

2. Align course learning outcomes with program-wide curricular goals and learning outcomes. The Health Science program has not yet undergone a full curriculum mapping process to systematically align Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs). As a result, there are likely redundancies, misalignments, and gaps in content delivery and skill development across the curriculum. This review presents an opportunity to establish clear, structured progression from introductory to advanced learning while streamlining and strengthening the overall learning experience. The following steps may be pursued:

- A. Undertake a formal curriculum mapping process
- B. Refine and possibly reduce program learning outcomes
- C. Enhance course design and alignment
- D. Improve transparency and student understanding of learning outcomes
- E. Build faculty capacity for outcome-based design

3. Fulfill the polytechnic mandate for hands-on and experiential learning. As Canada's only polytechnic university, KPU offers a unique, student-centred learning environment that focuses on hands-on skills alongside traditional academics. The Health Science program made significant advances in these areas after the most recent program review recommendations. However, several valuable experiential elements are only found in elective courses or optional components of the program rather than being consistently embedded across the degree. The following steps may be pursued:

- A. Inventory existing experiential learning opportunities
- B. Develop and integrate additional applied experiences

- C. Strengthen and scale existing experiential courses
- D. Improve access and equity in experiential learning
- E. Leverage the co-operative education option

4. Sequence, quantity, and content of HSCI courses available within the degree program. The Health Science degree program is heavily focused on basic science education where students complete a significant number of courses within this area (e.g., biology, chemistry, physics). Currently, students take between 13 and 15 biology-coded courses (6 lower-year and 7 to 9 upper-year), yet take significantly fewer health science-coded courses (2 lower-year and 5 to 7 upper-year) across the degree. As faculty have noted in the past, the current degree is more reflective of a biology degree with a minor in health science, as opposed to the other way around. There is also a significant gap in health science programming where students do not take any health science-coded courses in the second year of the program (and potentially only one in third year). Content within the program could also be expanded to focus more significantly on the broad array of factors (e.g., individual, social, economic, and environmental) impacting human health. Anecdotally, we have heard of students losing interest in the degree due in part to the minimal health content provided early in the program. The following steps may be pursued:

- A. Analyze course distribution and credit allocation
- B. Strengthen the identity of the Health Science degree program
- C. Introduce or advance HSCI content earlier in the program
- D. Ensure program cohesion and curriculum progression
- E. Improve retention and student engagement through health-relevant content

5. Connection between the program and the sector. The BSc in Health Science degree currently includes limited formal mechanisms for students to engage with the health sector across the duration of the program. While experiential opportunities are available in select courses such as HSCI 3110 and HSCI 4110, as well as through the optional co-operative education stream, these are not integrated consistently across the program. As a result, many students complete the degree with insufficient exposure to potential career pathways, limited interaction with industry or community partners, and variable levels of career preparation. Increased and more structured engagement with the health sector is aligned with KPU's polytechnic mandate and would support program-level goals related to applied learning and workforce readiness. Sector engagement also provides students with relevant context for academic learning, facilitates the development of professional competencies, and enhances program reputation and relevance. To address this gap, developing a formalized co-curricular or embedded career development initiative should be given consideration. The purpose of such a program would be to provide a structured, scalable framework through which students can build sector knowledge, develop applied skills, and access professional networks throughout the duration of their degree.

2. Curriculum Review

2.1. Pathways for Graduates

With an aging population, the BC provincial government has predicted that future employment will increase at an average annual rate of approximately 1.4% (WorkBC, 2024). Just under two-thirds of the expected job openings between 2024-2034 (1,120,000 jobs in total) are forecasted to be based on replacement demand and the remaining openings based on economic growth. In terms of labour supply, 47% of job seekers are expected to be new entrants (e.g., young people aged 29 or younger), 46% will be new immigrants, and the remainder being those changing occupations, coming to BC from other parts of Canada, or entering the labour force after a period of absence. According to analysts, the largest job categories in the province include health care and social assistance (178,100 job openings; 16% of the total), as well as professional, scientific, and technical services (150,300 job openings, 13% of total). The highest demand health professions include general practitioners and family physicians, nurses, pharmacists, dentists, physiotherapists, occupational therapists, medical laboratory technologists and assistants, and health care aids. Other high demand professions related to health include administrators, managers, researchers, consultants, and community workers (WorkBC, 2024).

In addition to the BC labour market dynamics, trends in the health sector impact the Health Science program. Historically, health education activities have been carried out by public health nurses and nutritionists. In recent years, these roles have been reorganized by regional health authorities into positions specific to health education (e.g., reducing substance use, improving food security, promoting physical activity). Examples of health education positions within BC include community health specialists, school health promotion specialists, and prevention specialists. Secondly, there continues to be numerous non-clinical roles (e.g., education coordinator, quality assurance specialist, project manager, policy analyst) within the regional health authorities that are ideally filled by individuals with knowledge of health and healthcare. These trends are creating a need for a labour pool that has specialized skills and knowledge in health education, health administration, and health policy. Analysts suggest that these trends are being driven by efforts to improve health outcomes and reduce healthcare costs by educating people about healthy behaviours and the correct utilization of available healthcare services.

It is important for KPU's Health Science program to be competitive in the labour market. In doing so, the curriculum will need to align with the evolving healthcare sector, in particular as it relates to several on-going trends being experienced in Canada:

- Changing demographics (e.g., aging population, influx of new immigrants)
- Increasing incidence and prevalence of chronic health conditions (e.g., diabetes)
- Greater pressure to effectively use financial and human resources
- Rapid advancement of health-related technologies (e.g., robotics, nanotechnology, telehealth)
- Stronger need to focus on primary prevention efforts at the population level

To maintain relevancy of the curriculum and support various pathways for graduates, consideration of these trends needs to be made in the design and delivery of the Health Science program content.

Based on the above, the following are logical career paths (or groupings) for health science students: (1) clinical and allied health, (2) research and academia, (3) population and public health, (4) health administration and management, and (5) biotechnology and pharmaceuticals. With the exception of clinical and allied health careers which require additional education and training after KPU, it should be

possible for graduates to obtain employment in these other groupings right away. Therefore, the program needs to consider whether graduates are able to move directly into entry-level jobs in these areas.

Pathways to Employment

The Health Science degree was designed as purposefully broad to enable graduates to obtain positions in a wide range of occupations upon graduation, including those within both the public and private sector.

Example career pathways that students can pursue include:

- Research and academia (e.g., research coordinator, wellness specialist)
- Population and public health (e.g., biostatistician, health educator, global health worker)
- Health Administration and management (e.g., program coordinator, health policy analyst)
- Biotechnology and pharmaceuticals (e.g., bioinformatician, pharmaceutical representative)

Graduates will typically find employment in entry-level positions, often within a health authority (e.g., Fraser Health, Vancouver Coastal, Provincial Health Services Authority), academic institution, or other community-based or industry organization. For example, a recent graduate is now employed as a Coordinator, Quality Improvement within Fraser Health. Another recent graduate is working as a Territory Manager for Tribe Medical Group Inc (medical device sales), and others are working as full-time employees in the Applied Genomics Center (e.g., Lab Technician, Bioinformatician) at KPU.

One of the primary goals when designing the program was to provide the educational prerequisites for entry into allied health, health professional, or graduate programs (see below). Now that we have had many graduates come through the program, we have a much stronger sense of what students desire after their time at KPU. As a demographic that tends to work while going to school (and frequently takes more than four years to graduate), we see that many students wish to find entry-level employment immediately after graduation (even when they desire to pursue graduate study in the future). As such, job preparation within the degree needs to be substantial, with on-going conversations and consultations with the PAC to determine industry needs and desired skill sets. Students should leave our degree program equally prepared to immediately enter the workforce or continue with further educational opportunities.

Health science students wishing to move into non-clinical roles need to be prepared to enter these positions immediately upon graduation. Consequently, there is significant room within the program to better align course content with the necessary knowledge and skills required for entry-level positions within an evolving healthcare industry. While our students develop strong technical skills (e.g., laboratory techniques), most will be working in complex environments that interface with the general public. Strengthening evidence-based decision-making skills, along with communication, interpersonal, and leadership skills will all be important. For example, a focus on developing leadership skills through courses with content in project management or health communication will ideally enable students to be successful in administrative roles within the regional health authorities. Thus, developing a more thoughtful organization and collection of courses within the program that work together to provide both hard and soft skills will be important.

Pathways to Further Study

Many of our graduates aim to move into an allied health, health professional, or graduate program after their time at KPU. However, most of these programs are currently located outside the region that KPU serves (Langley, Surrey, Delta, and Richmond). As one of only two institutions offering a BSc in Health Science degree option within the lower mainland (the other institution is SFU), KPU enables students to

pursue their undergraduate education close to home (Langley, Surrey, Delta, and Richmond) before having to pursue further education in other parts of Metro Vancouver or beyond.

Examples of post-graduate education paths that students can pursue include:

- Allied health programs such as occupational therapy, physiotherapy, speech pathology
- Professional health programs such as medicine, dentistry, pharmacy, nursing
- Graduate programs such as public health, health administration, basic or applied science

To date, most students have opted not to pursue a professional health program upon graduation, however, one recent graduate pursued Pharmacy at UBC and another pursued Medicine at Xavier University in Aruba. KPU has an articulation agreement with St. George's University in the Caribbean where students can work toward a medical degree after graduating with a BSc in Health Science. (Note - to date, two students have pursued this pathway, both enrolling for September 2025). More commonly, students wishing to engage in direct patient care will seek out nursing or other allied health programs. Graduates of the Health Science program have enrolled in further education, including: nursing (KPU, BCIT), recreational therapy (Douglas College), respiratory therapy (Thompson Rivers University), physiotherapy (Western University), and counselling (CityU, Yorkville). Other former students have chosen to pursue graduate work at the University of British Columbia (e.g., MSc in Medical Genetics) and Thompson Rivers University (e.g., MSc in Environmental Science). One graduate is currently completing a Master of Public Health program in the United Kingdom at the University of Keele, and another recently completed the Master of Public Health (Social Policy) program at the University of Victoria.

The structure of the current degree clearly supports entry into a variety of allied health, health professional, and/or graduate education programs which is positive. (NOTE: some students have had to complete additional prerequisites beyond their health science degree to be eligible for certain programs). However, one area that the initial program proposal anticipated students moving into that has yet to be popular among graduates is teaching. We anticipated graduates of the program being well prepared for entry into teaching preparation programs for secondary school health and/or science. To our knowledge, none of the Health Science graduates have pursued this route to date. It would be beneficial for the program to connect with teacher preparation programs offered locally to determine how best to promote these opportunities to students.

Pathways to an Enriched Civic and Personal Life

KPU's Health Science program enriches students' civic and personal lives by equipping them with the necessary knowledge and skills to positively impact their communities. Through an interdisciplinary curriculum, students develop a foundation in the basic sciences that is supplemented with knowledge of health-related topics and issues. Students learn to think critically, communicate effectively, and approach challenges with socio-cultural awareness. Graduates leave the program informed of real-world health issues that are relevant to their personal lives and society more generally. Whether by volunteering for health-related initiatives or participating in research in the field, graduates of the program are prepared to create change within their communities and beyond.

Career Pathways Map

The Health Science program affords students the opportunity to pursue many different career paths (Appendix A). In addition to direct employment options, Appendix A outlines examples of various allied health and health professional programs that graduates may ladder into upon graduation. There are also a variety of graduate degree programs in health, science, business, management, and/or education that health science students can pursue after completing their degree (not shown).

2.2 Skill Development

The Ministry of Post-Secondary Education and Future Skills has a list of seven essential skills that KPU's degree programs are expected to meet. A number of these skills are inherent to an undergraduate health science degree, with development in these areas increasing across each year of the program.

Writing Clearly and Concisely

Academic, scientific, and professional writing are developed in dedicated courses, as well as throughout the program with course assignments like essays, journals, and reports using instructor evaluation, peer review feedback, and library supports.

Example Courses

ENGL 1100 Introduction to University Writing - Through selected readings and a variety of media, students explore, assess, and respond to arguments and issues from across disciplines and relevant to contemporary cultures with introduction to research methods, including finding, evaluating, integrating, and documenting sources.

~~**HSCI 2220 Medical Terminology** - Students learn the basic Greek and Latin constructs upon which the biomedical language is based, applying terminology correctly in various health science contexts and settings.~~

BIOL 3180 Life Science Research Methods - Students learn how to critically evaluate research literature, develop a research proposal and present research findings. They also develop their writing abilities through practice, revision and assessment from peers and the instructor, in this 'writing-intensive' attribute course.

Speaking Effectively

By incorporating learning activities like presentations, interviews, group discussions, critiques, and questions & answers throughout the courses in the program, students' confidence and effectiveness in verbal communication are developed with opportunities for informal and formal public speaking.

Example Courses

HSCI 1115 Introduction to Health Science - Students are introduced to the multifaceted field of health science and the foundations of promoting health and wellness. Students explore a variety of perspectives and examine the Canadian health system and health promotion strategies, later presenting course content through projects like Photovoice and Infographics.

HSCI 4950 Senior Seminar - Students use primary research literature to explore how modern research techniques, research design and data analysis are advancing human health and wellbeing. Seminars include engaging research article presentations by faculty and students, followed by focused discussion and critique of the presented research.

Reading and Comprehending Material

Visual literacy is integrated into coursework throughout the program, providing students with expanded opportunities for creating, interpreting, and analyzing visual representations of data in diverse formats like graphs, charts, tables, diagrams, and infographics. Numeracy is a critical component of health science, and students' quantitative analysis skills are strengthened through dedicated courses as well as practical courses that introduce statistical concepts for real-world health applications. Interpretation of data is particularly relevant given the importance of experimental studies conducted within health science.

Example Courses

MATH 1120/1130 & 1230 Differential Calculus & Calculus for Life Sciences - Students study limits and differentiation of algebraic and elementary transcendental functions and apply these skills to graphing, optimization, and modelling in biological sciences.

STAT 2335 Statistics for Life Sciences - Students learn descriptive statistics, elementary probability, probability distributions, in particular, the binomial, normal, t and chi-square distributions, confidence intervals and hypothesis testing for population means, and proportions, as well as linear regression, and the chi-square goodness-of-fit test.

Working Effectively with Others

Students' ability to navigate interpersonal dynamics are fostered through in and out of class opportunities to work with peers, instructors, and the broader community, with emphasis on building empathy, conflict resolution, and effective collaboration in health science contexts. Opportunities for teamwork and leadership skills are available through course assignments that require collaborative learning and shared responsibility.

Example Courses

HSCI 3110 Applications of Health Science - Students use assessment tools to explore their aptitudes and career interests to choose, apply for, engage in, and document volunteer placement positions in various fields of health science.

HSCI 4110 Health Program Planning and Evaluation - Students understand the processes for developing, implementing, and evaluating community or public health programs grounded in theory and practice. Students practice teamwork skills to accomplish both individual and group objectives using various tools and resources to design health programs for diverse populations.

Analyzing and Thinking Critically

Students are equipped with the ability to critically analyze complex texts and synthesize information effectively from credible sources of information that they can search, qualify, and extract correctly.

Example Courses

BIOL 3180 Life Science Research Methods - Students explore concepts of research design and learn methods for collecting data and conducting appropriate statistical analyses for critical evaluation of literature. Students also develop a research proposal and present research findings, practicing their writing through practice, revision, and assessment from peers and the instructor.

HSCI 4380 Critical Evaluation - Students examine various types and levels of scientific evidence in the literature such as systematic reviews, meta-analyses, and realist syntheses, using advanced search, retrieval, and synthesis skills, to translate the research findings to evidence-based health care and informed decision making.

Resolving Issues or Other Problems

Creative thinking and problem-solving are promoted by providing students with opportunities to learn about and consider past, current, and emerging health trends and challenges. Through curation of case studies, select topics, and project-based learning in multiple courses, innovative approaches, adaptive thinking, and life-long learning are introduced in academically grounded and science-based ways.

Example Courses

SOCI 2280 Sociology of Health, Disability, and Society - Students learn about the social, cultural, economic, and political factors, construction, and experiences of health, disability, and society, and the

structure of Canada's health care system and delivery, professionals, users, and current policy and health issues.

HSCI 4245 Populations & Policy - Students will study the various participants in the health policy process, the different arenas where health policy is created, and the numerous policy instruments that are used. Organization, financing, and delivery of health care are reviewed, as well as current health policy issues in both British Columbia and Canada in comparison to those in other nations with specific attention to the United States and Europe.

Learning on Your Own

Students are cultivated as lifelong learners who are adaptable and self-directed, with structured guidance for independent study and self-reflection. Students' skills to identify and tackle research questions of their own for real-world applications are also fostered through Research Project courses.

Example Courses

HSCI 4199 & 4299 Research Project 1 & 2 - Develop a research proposal with budget that can be conducted in the field or laboratory setting, then reflect upon the experimental outcomes and make suggestions for future direction.

HSCI 4950 Senior Seminar - Students use primary research literature to explore how modern research techniques, research design and data analysis are advancing human health and wellbeing. Seminars include engaging research article presentations by faculty and students, followed by focused discussion and critique of the presented research.

While considerable opportunity for development of these skills already exists within the degree program, certain skills are more heavily emphasized than others. For example, students leave the program with strong writing skills and reading comprehensions skills, in large part due to the numerous lab reports and term papers they complete. Other technical skills, for instance, laboratory techniques and proficiency in medical terminology are widely supported through the degree. However, there is a need to bolster the development of other health science specific skills and/or soft skills, in general. For example, while students are introduced to conventional tools and software (primarily for data analysis) throughout the program, the latest and emerging technology, especially related to artificial intelligence, would be a possible area of curricular development given its ability to disrupt and transform health and health systems. Moreover, fostering empathy and intercultural competence, through dedicated opportunities to engage with diverse populations, cultures, ways of being, thinking, and doing, is a priority. Additionally, skills in the areas of management and leadership may also be supported by projects and partnerships with healthcare facilities to enhance hands-on training. Thus, the Health Science program is well-positioned to build on its existing foundation in basic sciences, and evolve with an intentional focus on health science that better aligns the graduate skill outcomes with the emerging trends, opportunities, and challenges of human health and care.

2.3. Curriculum Assessment

The complete course requirements for the BSc in Health Science programs are listed in Section 1.1. The full curriculum map for each course, in which we have listed each of the CLOs and aligned them with the respective PLOs, is provided in Appendix B.

In addition to mapping outcomes, further development is recommended in the area of curriculum-level assessment of knowledge, skills, and attitudes. While course-level assessments are in place, there is

currently no overarching framework to evaluate the extent to which students achieve the broader competencies expected at the program level (see below).

Specific areas for improvement include:

- **Knowledge:** Assessment strategies vary across courses, and additional tools may be needed to evaluate cumulative knowledge integration over the degree (e.g., capstone assessments, longitudinal reflections).
- **Skills:** Applied skills such as data interpretation, literature appraisal, laboratory techniques, and presentation skills are assessed at the course level but would benefit from a more consistent scaffold across years and alignment with program outcomes.
- **Attitudes:** Affective components such as ethical awareness, professional conduct, equity literacy, and openness to diverse perspectives are not consistently assessed and could be better integrated through rubrics, reflective writing, peer assessment, or experiential learning evaluations.

A comprehensive assessment framework that spans all three domains may be developed to link course-level assessments to program-level learning outcomes. This would provide a clearer understanding of student achievement across the degree and support continuous improvement in instructional design, alignment, and accountability.

Program Learning Outcomes

PLOs articulate the knowledge, skills, and attitudes that students are expected to develop and demonstrate by the time they complete the program. Ideally, these outcomes align with the program's overall purpose, scaffold throughout the curriculum, and reflect the graduate profile. The current PLOs were not established at the time of the program's initial development. Instead, they were created during the first program review cycle (2019–2024) in response to emerging program needs and priorities. Sixteen PLOs were developed at that time.

Current PLOs:

1	Examine fundamental biological concepts, processes, and systems of the human body, including the structure, function, and properties of the molecules of life, cells, and organ systems in relation to homeostasis and health.
2	Examine fundamental concepts, processes, and systems of chemistry, including matter and chemical bonding; quantities in chemical reactions; solutions and solubility; acids and bases; as well as nomenclature, structure, and properties of organic compounds in relation to health and the human body.
3	Examine fundamental concepts, processes, and systems of physics, including classical mechanics (Laws of Motion), electromagnetism, relativity, and thermodynamics.
4	Solve numeric problems and interpret data related to health sciences using mathematical concepts, including algebra, basic probability, descriptive statistics, inferential statistics, and multiple variable analyses.
5	Apply health science language and terminology appropriately to communicate clearly, concisely, and correctly in written, spoken, and visual forms.

6	Investigate health sciences and science-related questions, problems, and evidence using the scientific method and evidence-based approaches.
7	Develop an awareness of the different components of health science and their inter-relationships.
8	Develop a critical understanding of health issues.
9	Assess how health information is presented, interpreted, and applied.
10	Develop critical knowledge of health information and technologies.
11	Develop facility with the research techniques appropriate to effectively explore health information.
12	Internalize an efficient approach to being well-informed about health information and issues.
13	Critically analyze health issues by applying current knowledge and perspectives to a range of health questions.
14	Execute capacity to foster human health based on an understanding of current knowledge, techniques, and innovative thinking.
15	Apply understanding of health issues by seeking solutions through avenues such as research, experiential engagement, and innovation.
16	Prepare a personal strategy and plan for academic, career, and professional development in health science or related field.

Following a review of these outcomes, several issues have been identified:

1. Excessive number and overlap of outcomes. Sixteen outcomes is unusually high, creating redundancy and dilution of focus. Several PLOs cover overlapping domains (e.g., health information literacy appears in PLOs 9, 10, 11, and 12; critical thinking appears in PLOs 8, 13, 15). Best practices from the KPU Teaching and Learning Commons recommend programs maintain fewer than twelve PLOs for clarity and alignment purposes.
2. Lack of clarity or specificity in outcomes. Some outcomes are too broadly phrased or combine multiple competencies (e.g., PLO 14 references "current knowledge, techniques, and innovative thinking" without specifying any particular domain or skill). Other outcomes read as aspirational rather than measurable or observable (e.g., PLO 12: "Internalize an efficient approach to being well-informed...").
3. Missing or underdeveloped outcomes. For example, (1) Digital and data literacy: PLOs reference "technologies" and "information" in a general sense, but there is little attention to the use of data tools, platforms, or digital decision-making that is common in public health and health services (2) Systems thinking and equity: Concepts related to structural determinants of health, policy

systems, or equity-oriented frameworks are not explicitly addressed, despite their relevance in current health science practice; and (3) Career and professional readiness: While PLO 16 refers to preparing a personal strategy for development, there is little integration of workplace competencies, applied communication, or teamwork expectations.

4. Limited emphasis on attitudinal and professional competencies. While knowledge and technical skills are relatively well represented, professional dispositions and attitudes (e.g., ethical reasoning, cultural humility, interprofessional collaboration, self-awareness), are not clearly articulated. These competencies are increasingly emphasized in the health field, and are appropriate additions to a contemporary Health Science curriculum.

A full revision and reduction of the PLOs is recommended as part of this program review. The new outcomes should: be concise, clearly stated, and aligned with program purpose; represent a balance of knowledge, skills, and attitudes; map effectively to course learning outcomes and assessment strategies; reflect competencies expected of graduates entering both the workforce and graduate/professional study and; incorporate guidance from KPU's institutional learning outcomes, the polytechnic mandate, and sector-informed expectations.

Results of Curriculum Assessment

The CLOs across many of the health science courses are numerous. Guidance indicates best practice as having between 5-7 per course, yet several of the health science courses (e.g., HSCI 1115, 3110, 4130, 4170, 4199, 4245, 4990, and 4995) have eight or more learning outcomes. The curriculum assessment has revealed several areas of concern. For example, certain CLOs (e.g., HSCI 3110, Develop professional identity based on self-reflection of practicum experience) map only to one PLO (e.g., 16, Prepare a personal strategy and plan for academic, career, and professional development in health science or a related field). This particular PLO is only accomplished through and maps to the CLOs for HSCI 3110 Applications of Health Science. There is also evidence that several PLOs are primarily if not entirely supported via elective courses within the degree program (e.g., PLO 16). If students do not take these optional courses, they will leave the Health Science program without having achieved certain outcomes at the program level. Moreover, there are obvious gaps where the progression of "Introduced (I)", "Developing (D)" and "Advanced (A)" attributes across course levels is not entirely logical. For example, the lower-year health science courses (e.g., HSCI 1115, HSCI 2220) include outcomes primarily within the "I" category (as expected). However, because most of the health science courses are at the third- and fourth-year levels, there is a substantial jump to the "A" level that bypasses the "D" level altogether.

Key findings from the curriculum assessment are highlighted below:

- CLOs were developed prior to the formalization of PLOs. As a result, many outcomes do not align well with either the PLOs or the strategic goals of the program.
- Several CLOs do not meet one or more of the SMART criteria (e.g., specific, measurable, achievable, relevant, time-bound) and a handful of PLOs are extremely vague, making them difficult to measure and/or assess.
- There are gaps in desired curricular knowledge, skills, and/or attitudes, where content is either not addressed at all or only present in a few courses (e.g., epidemiology, Indigenous Health).
- The PLOs should be modified and reduced in number to reflect current discipline needs. Reducing the overlap will also enable better assessment of curricular alignment going forward.

Recommendations

- Undertake a comprehensive curriculum mapping and scaffolding initiative to align course learning outcomes (CLOs) with revised program learning outcomes (PLOs), addressing redundancy, misalignment, and missing competencies.
- Reduce the total number of PLOs to fewer than twelve and ensure they reflect a balance of knowledge, skills, and attitudes, including emerging domains such as equity, digital literacy, and career readiness.
- Revise the distribution of HSCI-coded courses and content, particularly in Years 2 and 3, to improve program cohesion and identity. Develop a set of core HSCI-coded courses at each year of the program, potentially focused on health systems, public health, or applied health science skills.
- Align curriculum with high-demand employment sectors by mapping core competencies and skills to career clusters such as (1) clinical and allied health, (2) research and academia, (3) population and public health, (4) health administration and management, and (5) biotechnology and pharmaceuticals.

3. Program Relevance and Demand

3.1. Relevance

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

The Health Science program currently has 16 PLOs. For 13 of these, more than 60% of alumni felt the outcome was very relevant or essential to their career goals (Appendix C). Items that were rated as not at all relevant and/or only slightly relevant, where between 25 and 50 percent of respondents indicated as such, pertained to PLO 3 (Examining fundamental concepts, processes, and systems of physics) and PLO 4 (Solving numeric problems using mathematical concepts). Overall, 90% of alumni were either somewhat satisfied or very satisfied with the curriculum offered within the Health Science program. Interestingly, satisfaction among current students was lower, with 48% somewhat satisfied and 14% very satisfied with the curriculum (Appendix D). Additionally, alumni reported high satisfaction with the instruction received in the Health Science program. For instance, one-third of alumni respondents were somewhat satisfied, with another 47% very satisfied. For current students, 39% were somewhat satisfied and 19% were very satisfied with the instruction they have received within the program. Similar findings, particularly with respect to both satisfaction and quality, are reflected in the survey results conducted among program graduates highlighted in (Appendix H). Of 16 respondents, 100% were satisfied or very satisfied with the education received in the Health Science program. Equally, all respondents rated the quality of instruction as very good, good, or adequate. In contrast, usefulness was scored slightly lower than the Ministry target of 90%, with 86% of respondents describing the Health Science program as either somewhat or very useful in their current occupation. This is slightly higher than current students, where approximately 80% somewhat agree or strongly agree that the program's curriculum is relevant to their postgraduate and/or career goals. These findings may differ as baccalaureate graduates have additional context within the working world to make such a judgement.

Regarding strengths of the Health Science program curriculum, two main themes emerged from the open-ended responses of students and alumni (Appendices C & D). Specifically, respondents noted the variety of courses offered, including those in the basic sciences in complement with other fields (e.g., sociology), as a strength of the program. Additionally, the 'hands-on' learning and training received, particularly through lab-based courses was also highlighted as a strength. Students and alumni also offered suggestions to improve the curriculum. In general, students reported a greater desire for health-based courses, interdisciplinary and/or specialized courses at the upper-years, and more connection to community and/or industry through projects, internships, or co-op opportunities. Alumni responses were quite similar, with several respondents noting the need for a greater diversity of courses within health science to allow for a more tailored educational experience. For instance, one respondent stated "For students invested in the biological sciences, the program was great. I think more options (e.g., healthcare administration) would be highly beneficial to those who are not expecting to go into graduate programs or spend their futures in a laboratory setting." Similarly, another alumnus commented on the relatively small difference between the structure of the health science program and the biology program. For example, "There weren't that many differences in the courses. I hoped that it was more public health and life sciences focused instead of being more biology / science heavy. I took around 8 health science courses, which I think should have been more considering I chose this program instead of biology."

Respondents from the discipline/sector surveys also deemed the program to be relevant (Appendix E). In fact, replies from industry were relatively similar to those from alumni. Respondents rated twelve of the PLOs as very important or essential for entry-level employees to demonstrate. PLOs that were deemed

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

not at all or only somewhat important pertained to PLO 2 (Examining fundamental concepts, processes, and systems of chemistry), PLO 3 (Examining fundamental concepts, processes, and systems of physics), and PLO 11 (Developing facility with research techniques). Industry respondents were also asked to comment on other skills, training, or knowledge that an entry-level applicant should have. While many of the skills mentioned are incorporated within the degree already, a strong emphasis on the need for communication skills, both oral and written was suggested. Further, respondents pointed to knowledge translation and/or dissemination skills, including the ability to write in plain language, and a basic understanding of the health system, patient-centred care, and social determinants of health, as necessary. Respondents also identified emerging trends related to artificial intelligence, big data analytics, planetary health in relation to population health, and health equity (e.g., Indigenous health, racism) and culturally-safe and trauma informed approaches, as important for consideration. It will be important to determine whether and if so how to incorporate some of these topics into the program, either through the development of new courses or by updating existing courses to explicitly address these topics.

According to faculty, the relevance of the Health Science program is high (Appendix F). Of the 16 program learning outcomes, faculty generally felt each was somewhat or very relevant to the discipline, with the exception of PLO 3 (Examine fundamental concepts, processes, and systems of physics) where just 37% agreed. All other PLOs were deemed somewhat or very relevant by at least 65% of faculty. Most (73%) faculty somewhat or strongly agreed that the program curriculum is aligned with the evolving needs of the healthcare and health sciences sectors, addressing current labour market demands and industry standards. Seventy-three percent of faculty also agreed that the program equips students with the specialized knowledge, skills, and practical experience required for successful careers in healthcare, health science research, policy-making, and administrative roles. And, 84% of faculty agreed that the program prepares students for advanced education and training opportunities in health science, enabling pathways into specialized fields such as medicine, public health, research, or healthcare management. Strengths of the program curriculum were noted as offering a solid foundation in basic science and laboratory techniques, along with scientific literacy and research for knowledge generation. Ideas for curricular improvement were considerable. For example, faculty pointed to the need to restructure the degree, for instance, by limiting the number of required courses and subsequently broadening the elective offerings, or by developing degree specializations. Other faculty pointed to the importance of exploring emerging health technologies, providing greater integration of Indigenous, global, and public health content (e.g., virology, epidemiology), focusing on both the art and science of evidence-based decision making, and placing a greater emphasis on communication, leadership, and data analysis skills in the curriculum. Other faculty noted that further development in the area of co- or extra-curricular options (e.g., networking, volunteering) would be valuable and fit with the applied nature of KPU's mandate.

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

The Health Science PAC was formed in 2017. The PAC includes broad representation from a variety of sectors within the discipline, as well as members from within KPU. The PAC currently consists of eleven members (5 voting, 6 non-voting), outside and within KPU. External PAC members represent a broad spectrum of sectors including academia, government, health authority, non-profit, industry, and research. The wide cross-section of individuals allows for a diverse set of experiences within the health sector to be represented, helping the program maintain currency. The Health Science PAC usually meets 1-2 times per year to provide input into the direction of the program, however there have been interruptions (e.g., COVID-19 pandemic) at various points over the past few years. The most recent meeting was held in May 2025. Meetings typically start with a review of the current programs (major, Honours, and minor) and any relevant updates, followed by an open discussion related to prompts or questions brought forward by KPU. The PAC standard operating procedures have recently been modified by the FoS Dean's office in hopes of making the meetings more interactive and useful for the program itself. As such, a summary of accomplishments, updates, etc. is provided to members prior to the meeting so that the majority of the

time spent together can be used to converse about industry trends and discuss ways to improve the program overall.

In addition to maintaining connections to the discipline through its PAC, faculty within the Health Science program actively engage with the broader academic and professional community in several ways:

Faculty maintain active membership or registration with professional, academic, government and crown, and/or community organizations such as the BC Association of Kinesiologists (BCAK), College of Dietitians of BC (CDBC), College of Health and Care Professionals of British Columbia (CHCPBC), Canadian Public Health Association (CPHA), Canadian Society for the Study of Higher Education (CSSHE), National Collaborating Centres for Public Health (NCCPH), Society for Epidemiologic Research (SER), and other relevant discipline-specific associations based on individual areas of expertise.

Faculty also engage in outreach and knowledge mobilization activities, including:

- Inviting guest speakers from the health sector into their classrooms, such as professionals from Fraser Health Authority, BC Centre for Disease Control (BCCDC), WorkSafeBC, Options Community Services, and health promotion consultants.
- Facilitating community-based assignments in partnership with local health and non-profit organizations (e.g., Fraser Health Authority, City of Surrey).
- Supporting student volunteer placements with health-sector partners (e.g., Canadian Red Cross, Canadian Blood Services, community public health units, and local advocacy organizations).
- Contributing to health education events and panels, such as World Health Day programming or community health awareness campaigns.

These activities support the program's efforts to remain current with evolving trends in health science education and practice, while also enhancing student learning through real-world engagement. They reflect the faculty's commitment to integrating academic knowledge with applied and community-responsive perspectives, consistent with KPU's polytechnic mission.

Students taking HSCI 3110 Applications of Health Science volunteer with various organizations including Canadian Blood Services, City of Surrey, and Fraser Health. Connections to these organizations and others continue to be fostered through other courses within the program (e.g., HSCI 1115 Introduction to Health Science, HSCI 4110 Health Program Planning and Evaluation, HSCI 4140 Health and Aging) via work-integrated learning projects. The Health Science co-operative education degree option also connects students within the program to health-sector organizations. Additionally, the Health Science program has ties with both the AGC and the Institute for Sustainable Food Systems at KPU. These connections enable undergraduate students to complete real-world research projects that are rooted in industry and government needs. For example, students in HSCI 4990/4995 (Honours Thesis Project I and II), have completed projects on (1) whole exome sequencing of ataxia patients to find causative mutations (BC Ataxia Society) and (2) determinants of food insecurity among immigrants (Seeds of Change Surrey).

Graduates of the program are now working in numerous sectors, including providing direct patient care within public and private healthcare settings, and in other non-clinical roles (e.g., health research, health administration, community health). As such, faculty contact with alumni is on an ongoing basis. Some faculty continue to work with graduates on research projects and others have chosen to mentor former students along their continued educational journey (e.g., graduate school applications, reference letters).

Alumni continue to attend the research presentations each April in support of current research students (HSCI 4299, HSCI 4995). Several alumni have given their time as guest speakers (e.g., HSCI 3110). Countless others have offered to do the same and/or take part in future networking and/or career panel events. That said, only 35% of alumni felt they had been provided with opportunities to stay connected to the Health Science program (Appendix C). There is an opportunity to capitalize on these offers and further strengthen connections with program alumni who are currently working in health-related positions. Implementing such opportunities will help students to better visualize potential career paths.

Despite the program having significant connections to industry, for some alumni, interactions with outside professionals was reported as minimal during their time in the program. For example, just 21% felt the program prepared them, either very well or extremely well, for careers in health science via direct contact with industry professionals (e.g., guest lectures, mentorship, career panels) (Appendix C). Further, only 14% said that they somewhat or strongly agree the program provided them with opportunities to develop connections with industry or potential employers (e.g., conferences, career fairs). As such, alumni feel strongly that more networking opportunities are needed to build professional connections. As one alumnus wrote “I think having an event with alumni talking on a panel would be great for future and current students. Having alumni who pursued different careers post-graduation provide their opinions and information regarding their career path would be highly beneficial.” Other alumni suggested a health science fair or annual alumni networking event to support on-going connections with the program. More communication related to the happenings of the Health Science program overall was also noted.

Perhaps surprisingly, just 8% of discipline/sector respondents stated being very familiar with the program (Appendix E). For those more familiar with the Health Science program, words such as research, evidence-based, hands-on, and multidisciplinary were chosen to describe the program. Respondents from the discipline/sector surveys reported modest satisfaction with the opportunities they have to stay connected to the Health Science program. For example, 25% reported being somewhat satisfied and only 17% reported being very satisfied. Despite this, there was very high interest in strengthening connections. Nearly all (92%) respondents said they were somewhat or very interested in participating in projects that connect students with the industry or sector. Respondents also provided some ideas for the program to consider when thinking about how to bolster such connections. For example, providing opportunities for industry to present to students, hosting networking events, distributing newsletters, and engaging in research were all suggested for consideration. One respondent requested regular communication related to how to apply for or host students, sentiments that were echoed by another respondent who suggested increasing dialogue with organizations to try and facilitate more partnerships.

Faculty tended to align with discipline/sector and alumni responses by highlighting the need for greater connection to industry and opportunities for networking. For example, just over half (56%) of faculty felt that the program prepares students for careers in health science via contact with industry professionals (e.g., guest lectures, internships, mentorships) very well or extremely well (of note, only 21% of alumni felt the same) (Appendices C & F). Approximately 31% of faculty felt the program prepares students very well through networking opportunities (e.g., conferences, career fairs). Again, just 7% of alumni felt similarly. These present as significant discrepancies between the providers and end-users of the program, and are thus worth exploring further in future. Regardless, it appears these methods are not being well utilized and as such, there is significant opportunity to bolster connection between the program and industry and/or health science professionals. Faculty suggested multiple potential avenues for doing so, for instance, by establishing additional opportunities for research and interactions with the community (e.g., conferences, guest lectures, practicums, career panels). In doing so, the program can better support student learning outcomes and establish a program that is relevant for students moving into an evolving discipline.

Does the program include appropriate Indigenous content?

During the first Health Science program review (2019-2024), it was decided that INDG 1100 Introduction to Indigenous Studies should be added into the program as a 'select one of the following' course options for students during year 1 of their studies. Outside of including INDG 1100 as an optional part of the curriculum, there has been relatively minimal progress toward achieving authentic indigenization related to the delivery of and/or content within the Health Science program. There is consequently much room for improvement. Delivery of material could be improved by creating a more holistic, reflective, and/or relational degree program and classroom experience. Within courses, faculty could engage students with teaching methods and assignments that are real-world in nature, rooted in alternate teaching modes, and offer more frequent experiential learning. Moreover, there is also room for a broader interpretation of acceptable Honours research projects by including options that are qualitative or evaluative in nature. That said, some of the methods that certain instructors within the program use are currently recognized as best-practices with respect to Indigenizing the curriculum. For instance, several classes involve students working together on small-group activities. Other instructors have engaged in a 'flipped classroom' format in order to use class time for deeper learning through discussion, case studies, and problem solving. Greater indigenization of teaching methods could be supported through additional resources provided by the Teaching and Learning Commons at KPU. In terms of content, there is a unique opportunity to incorporate additional Indigenous knowledge, events, and issues throughout the program. For example, similar to the new BIOL 1492 Indigenous Biology course, developing an HSCI course related to Indigenous Perspectives in Health and Wellness could be done to support indigenizing the curriculum further. It would also be beneficial to explicitly incorporate Indigenous specific content into courses that discuss the determinants of health, health policy, healthcare ethics, and/or health communication, among others. Assessment methods that allow students to demonstrate alternative ways of understanding, as opposed to strictly exam-based, may also be worth exploring where appropriate.

Recommendations

- Investigate expanding co-operative education, practicum and/or research placements in collaboration with employers and professional organizations, including Fraser Health, BCCDC, and local community partners.
- Maintain communication channels with relevant bodies (e.g., PAC, alumni) to determine graduate outcomes and understand the evolving workforce expectations.
- Consult with relevant groups (e.g., KPU Indigenous Advisory Committee and Elder-in-Residence, First Nations Health Authority, KPU Teaching and Learning Commons) regarding strategies to decolonize and Indigenize the curriculum.
- Continue to integrate content and assessments that reflect real-world health challenges and sector trends, such as chronic disease prevention, aging populations, and culturally safe care.
- Assess whether the physics and/or math content of the program should be modified to more accurately reflect the needs of the health science field.

3.2. Faculty Qualifications and Currency

What is the collective expertise available to deliver the program?

The Department of Biological and Health Sciences consists of 20.79 FTE (regular) faculty, most of whom are employed full-time. Non-regular, contract faculty are frequently hired when needed. Fifteen faculty (13.5 FTE) teach courses within the Health Science program. Of these, twelve teach primarily BIOL-coded courses and three (2.5 FTE) exclusively teach HSCI-coded courses. Faculty have a broad expertise in both basic and applied science, including areas such as genetics, anatomy and physiology, pathology, nutrition, and health promotion. All faculty meet or exceed the minimum educational qualifications established by the Program (e.g., Master's degree in Biology, Health Science, or related field required, PhD preferred, subject matter specialization may be required). All faculty members teaching directly within the Health Science program have a PhD or MD terminal degree. Some faculty also have professional training and practical experience in a health-related field (e.g., Registered Dietitian, Medical Doctor), something that should be strongly considered for future faculty hires. See Appendix G.

Faculty maintain currency in their specialized areas through a variety of paths including research, teaching, and scholarship, as well as community engagement and/or professional development and continuing education. These activities include but are not limited to:

- Attending KPU Workshops offered by the Teaching and Learning Commons
- Engaging in research with industry and/or community partners
- Supervising undergraduate student research projects
- Completing clinical training or practical work experience
- Attending regional, national, or international conferences / workshops
- Reading recent Journal articles and other current literature
- Publishing research manuscripts in academic journals

As KPU is designated by provincial legislation as a special purpose teaching university, infrastructure, funding, and opportunities for professional development and scholarly activity (e.g., research) are limited. Strides have been made within the Office of Research Services to support greater research activity, and

most research in the department centers around student learning. In general, between 8-10 faculty members supervise or co-supervise undergraduate student research projects in any given year. These opportunities provide excellent hands-on training and skill development for students; however, this work is especially challenging for faculty to engage in on top of their already heavy teaching responsibilities (e.g., six lab-based or eight non-lab-based courses per year). Faculty are not provided with protected time or additional compensation for taking part in research, therefore student supervision has become an issue of workload inequity within the program. Some faculty members have been able to secure external research funding to carry out projects that align more closely with their professional interests, however these financial streams are not typically consistent. These challenges, along with the recent growth seen within the Health Science program, are making it increasingly difficult for faculty to support all students who wish to engage in research activities. The benefits of research to faculty and students (e.g., acquiring new skills, maintaining currency, strengthening industry and community partner connections, etc.) are numerous, thus considering ways to overcome these issues will be key. Faculty also participate on various institutional committees (e.g., Senate Standing Committee on Research, Faculty Council, Student Leadership Awards Adjudication) and/or support external community-based organizations (e.g., Seeds of Change Surrey). Some faculty also hold membership with regulated health professions (e.g., College of Health and Care Professionals BC, College of Dietitians of BC, BC Association of Kinesiologists, etc.) where they are required to complete annual continuing education to maintain practice competencies. Other faculty also serve as reviewers for peer-reviewed publications, and some faculty have connections to other academic institutions (e.g., BCIT Health Science, UBC Medicine, UBC Land and Food Systems) or complete community-based volunteer activities (e.g., Open Doors, Open Minds). Overall, there is significant expertise available to deliver the current curriculum.

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

The Health Science program was developed by faculty with a strong background in biology. As a result, the degree was designed around a core set of required basic science courses that were to be complemented by health science and open elective options. The breadth and depth of faculty expertise and knowledge within the Department meets the needs of the current curricular requirements of the Health Science program's courses. Additional expertise in certain areas (e.g., epidemiology, kinesiology, nutrition, cancer, virology) is at times utilized to support student research projects and/or as part of the HSCI 4950 Senior Seminar course to enhance the learning outcomes and experiences of health science students. There is also some untapped potential among faculty within the department who have expertise in other relevant areas (e.g., medical genetics). Thus, there is considerable room for growth within the degree to bolster the number and type of health science courses offered to better reflect the expertise of current faculty and recent industry trends, especially as the program aims to meet the needs of students who desire non-clinical roles upon their graduation from KPU.

Due to the recent departure of two faculty members within the Department of Biological and Health Sciences, we were able to regularize 0.5 FTE and hire 1.0 FTE specific to the needs of the Health Science program. These faculty members have health professional training and bring deep expertise in areas that are directly applicable to the Health Science program, both currently and in the future to support desired curricular changes. One problem for the program is that there are only three faculty members (2.5 FTE) teaching across the vast majority of HSCI-coded courses. As a result, expertise to teach a particular course, particularly at the upper years, often resides with a single person. A leave of absence, for health or other reasons, and/or a retirement, could leave the program exposed to significant disruption. As the program continues its growth trajectory, it will be important to hire additional faculty with expertise to teach a broad range of health science courses.

Recommendations

- Continue to seek additional hiring opportunities to match program growth, ensuring that future candidates have both academic and practical experience in the field of health science.
- Explore the possibility of providing protected time for faculty that actively engage in research that includes and supports the development of students.

3.3. Student Demand

Who takes the program?²

Over the past five years, the majority of health science students have been female (67-70%), a percentage that is higher than FoS overall (55-61%). The percentage of students enrolled in the Health Science program who are 22 years or younger has declined in recent years from 89% (2019/2020) to 74% (2023/2024). Consequently, the number of mature students within the program has increased from 11% to 26% over this same time period. The trend of an increasing number of older students is not apparent across FoS, where the percentage of students who are 22 years or younger has continued to range between 70-76% since 2019/2020. The Health Science program does not rely heavily on international students. Typically, the percentage of international students enrolled in Health Science has ranged between 15-20% of total students. Across FoS, these values are much higher, with international students making up 34-39% of all students over the past five years. (Appendix H).

Based on responses from the student survey, the top reasons students reported for choosing to enroll in the Health Science program at KPU were to qualify for graduate studies (45%), to prepare for a specific career or job (40%), and to improve individual job prospects and/or earning potential (10%) (Appendix D). These findings are not surprising but should be considered carefully when thinking about future program changes. With slightly less than half of all students desiring to take graduate studies, it will be important to ensure the Health Science degree is also meeting the needs of those wishing to enter directly into a specific job or career after graduation.

Is demand for the program sustainable?

The BSc in Health Science program was launched in 2014 with its first graduates (five) in 2018. Since then, the program has had relatively strong enrollment, particularly over the last five years. With the exception of a small decline in student headcounts in health science courses across the 2020/2021 and 2021/2022 academic years (when uncertainty around online learning occurred as a result of the Covid-19 pandemic), the Health Science program has showed steady growth. Overall, between 2019/2020 and 2023/2024, there was a 38% increase in student headcount in health science courses. In comparison, there was an 11% decline in enrollment in FoS courses across this same time period (Appendix H).

Over the past five years, there have been similar upward trends in terms of the number of students enrolled in the Health Science program (i.e., health science declared). For example, there were 44 declared BSc in Health Science students in 2019/2020 and 90 declared BSc in Health Science students in 2023/2024, a 105% increase (Appendix H). Similar gains have been shown with the Minor in Health Science option which was introduced in 2022. In its first year (2022/2023), there were four students declared into the minor degree program and nine declared during the following year (2023/2024). Total headcount

² Data reported in this section was obtained from a dashboard that is under development.

(intended and declared) increased by 17% between 2019/2020 and 2023/2024, whereas FoS total headcount declined by 3% across this same period. Of note, there continues to be a large number of health science intended (or undeclared) students within health science, some of which may be inflated. These numbers will likely also reflect students who enroll at KPU with the intention of applying to the Bachelor of Science in Nursing (BSN) program since there is not currently a nursing intended designation available to choose from. Implementing a nursing intended designation would make it much easier for the Health Science program to track its students in and out of the program, ultimately assisting with decision-making (e.g., course planning, program demand) over time.

The enrollment trends for students pursuing health science at other public post-secondary institutions within BC generally mirrors the overall upward growth that KPU has seen. Between 2018/2019 and 2022/2023, the number of students enrolled in health science programs increased from 4,208 to 4,963, respectively (18% increase) (Appendix H). Overall enrollment in health science is largest at SFU (Bachelor's Degree) (1,684 students in 2022-2023) (20% increase from 2018/2019 to 2022/2023) followed by Langara (Associate Degree, Certificate, Diploma) (1,425 students, 14% decrease from 2018/2019 to 2022/2023) and TRU (Bachelor's Degree) (1,075 students, 14% increase from 2018/2019 to 2022/2023). Over this same time period, KPU's program has grown by 169%, from 29 to 78 students. These trends indicate a continued demand for health science programs in BC, particularly from major degree granting institutions within the Lower Mainland. Given the student numbers at Langara (and its close proximity to KPU Richmond), there is a significant opportunity to market our program as an alternative possibility (from SFU) for students wishing to move into a four-year health science degree. Additionally, the large number of students pursuing a diploma, certificate, or associate degree in health science at Langara indicates considerable interest in this field within the region. KPU may wish to consider whether developing similar short-term educational options (e.g., 2-year diploma) would be appropriate to attract additional students to the university (who may then return in future to complete a BSc degree). Similarly, there are no Master's degrees in health science in the Lower Mainland (although there are many other relevant graduate degree options, e.g., Master of Public Health, MSc in Medical Genetics), so this could be an untapped market for consideration in future.

In BC, there are five post-secondary institutions that offer similar baccalaureate degree programs to KPU's Health Science program (Appendix I), with a handful of other institutions offering only an associate degree, certificate, and/or diploma that is health science-related. Of these, SFU's health science program is considered the most similar to KPU in terms of curriculum and geographic proximity. Appendix I compares the programs that offer a BSc in Health Science (or related degree) across BC. Some of the features that make KPU's Health Science program unique relative to other programs include: (1) designation as a special-purpose teaching institution with small class sizes relative to larger research institutions (e.g., SFU, UVic), (2) the polytechnic mandate and focus on experiential learning, (3) and the option to take first- and second-year courses across multiple campuses. The Health Science program at KPU aligns with other institutions in two primary ways: (1) presence of a co-operative education degree option and (2) inclusion of an Honours degree option.

Key differences between the BSc in Health Science program at KPU and other health science-related baccalaureate degree options offered at BC institutions are as follows:

- KPU's Health Science program requires the highest number of credits of all institutions with comparable degree programs, at 124-126 (major) or 128-130 (Honours). KPU's program is heavily

focused on the basic sciences, with numerous required lab-based courses, especially in the upper-years, which increases the credit total overall.

- Most other institutions in BC offer some sort of degree specialization, primarily in the form of streams (e.g., biomedical, life sciences, health behavior change, public health and data) with different subsets of upper division courses.
- Nearly all other programs offer courses in epidemiology, environmental and/or global health, Indigenous health, and the Canadian health system. Health science courses are also typically offered at all four levels (e.g., first, second, third, and fourth-year) of the baccalaureate degree.
- When offered, other programs typically only include two anatomy and physiology courses, as opposed to the three that are currently included within KPU's program.
- KPU does not have a senior capstone or work-integrated learning project (outside of the senior research project options available) for students with interests outside of research to pursue.

Establishing degree specializations will enable more tailored and relevant learning to occur for students. Specializations may also allow for stronger demand for the program as students can take courses that are directly related to their future career path, thus improving post-graduate success and ideally, drawing the interest of new students. We have lost students to other programs within KPU (e.g., psychology) and elsewhere (e.g., SFU BA in Health Sciences) who felt the emphasis on basic and lab science courses in the upper-years of the degree did not fit with their goals or interests. Maintaining a BSc degree framework while incorporating a stronger social science component that is seen in more traditional BA degrees, could alleviate some of this attrition. These students, who want to work in the health field but in non-clinical roles, may find the Health Science degree at KPU more relevant to their needs if a specialization (e.g., sociomedical sciences) was in place. Additionally, a biomedical sciences specialization would still support those wanting to be employed in clinical roles after additional post-graduate education, by completing courses (e.g., virology) at KPU that support their goals.

The fill rate in health science courses increased slightly between 2020/2021 and 2023/2024, from 73% to 77%, respectively (Appendix H). In 2020/2021, there was an average of 23.9 seats filled (and 32.6 offered) and in 2023/2024 there was an average of 26.0 seats filled (and 33.8 offered). In comparison, the overall fill rate across FoS declined over the same period, from 71% (18.0 of 25.3 seats offered on average) (2020/2021) to 68% (17.9 of 26.5 seats offered on average) (2023/2024). The increased fill rate for health science is especially encouraging given that it occurred during a very challenging time for post-secondary education. KPU experienced budget cuts in 2019/2020 that resulted in changes to the number of courses being offered overall. And, in 2020/2021, particularly at the start of the Covid-19 pandemic, there was a lot of uncertainty around the temporary switch to online learning.

As can be typical for an institution with a history of being a college and thus a feeder school for larger academic institutions, demand for lower-level courses at KPU tends to be strong. Many students at KPU intend to only complete two years of post-secondary education (e.g., Associate Degree), where other degree-seeking students choose to complete their educational prerequisites at KPU before laddering into the upper years of a program at an institution like SFU or UBC. At the lower levels, it is expected that the number of filled seats will be higher given that there are typically more students to draw from. During first year, many students across the institution, health science-intended or otherwise (e.g., Arts, Business), will take HSCI 1115 to fill their degree requirements, evidenced by the greater number of offered and filled seats. Students in health science must complete HSCI 1115 and HSCI 2220, however other students choose these courses as a way to fulfill the science requirement within their respective degree.

In academic year 2023/2024, there were a total of 810 health science seats offered,³ of which 625 filled (77%) (Appendix H). The fill rate for courses across each year was as follows: Year 1 – 13 health science sections (410 of 455 seats, 90%), Year 2 – 2 health science sections (69 of 70 seats, 99%), Year 3 – 2 health science sections (40 of 70 seats, 57%), and Year 4 – 7 health science sections (106 of 215 seats, 49%). (Note: HSCI 3110 – Applications of Health Science, HSCI 4199/4299 – Research Project I and II, and HSCI 4990/4995 – Honours Thesis Project I and II all require permission of the department to register due to capacity demands. These courses require volunteer placements (HSCI 3110) and faculty supervisors (HSCI 4199/4299 and 4990/4995) to be secured prior to registering into the course. It is not currently possible to offer all 35 seats for these sections even though these numbers are reflected in the data. Thus, the fill rate across Year 3 and 4 is actually stronger than what is indicated here. Regardless, it is apparent that the fill rate is significantly lower in the upper level courses. Opportunities to support student retention and/or ladder students into the program from other public and/or private institutions (e.g., Alexander College, Columbia College) should be pursued to limit the drop in fill rate that is seen within health science. Even still, the number of course enrollments by level within health science is similar to that of FoS overall, where a decrease in fill rate occurs across each subsequent year of a program.

All health science coded courses at KPU are 3-credits and therefore do not include a laboratory component. As such, the cost of instruction is \$15,712.75 per HSCI section and with an average of 26 filled seats per course, KPU's average tuition revenue per course is \$20,586.75 (net revenue = \$4,874.00 per section on average) (Appendix H). The Health Science courses offered within the program are efficient to run, especially compared with other FoS programs where the average net revenue is negative \$1,889.93 (due to the cost of 4-credit labs). Health science courses do not generate as much revenue as other 3-credit courses across the institution (e.g., Arts, Business), where average net revenue is \$13,754.45 per course. However, the current program consists of both health science- and biology-coded courses, thus the cost to offer the program is higher than what is indicated above (e.g., \$15,712.75). To help with HSCI student progression, additional funding to add 2nd year BIOL sections may be needed.

The average number of filled seats is higher in health science courses (26.0 seats) compared with all other undergraduate courses at KPU (24.4 seats), however, the overall percentage of seats filled by international students is lower in health science than other areas (20% versus 44%) (Appendix H). The difference in tuition generated is due to the greater inclusion of international students in other undergraduate courses. To increase average net revenue, the Health Science program can work to increase overall class size (filled seats) and/or consider increasing the number of international student enrolments where relevant and appropriate. International student enrolment may be particularly well served with the development of a 2-year Diploma program that ladders into the BSc degree.

Does the program have the capacity to meet demand?

Student demand does not currently exceed available seats. Withdrawal from the program tends to occur early on as students choose a different path after learning more about their educational interests. Attrition from the program may also be the result of students moving into nursing (currently, there is no nursing-intended designation at KPU so many students choose health science-intended as an alternative option to enter the institution). There are also students who transfer out of the program, either to another degree at KPU (typically within arts, for example psychology) or to another institution altogether (e.g., SFU Health Science). We have instructional capacity to meet student demand as the program exists in its current form, however, we do not have sufficient FTE to deliver on the goal of offering all upper-year courses annually (most upper-year courses still run in alternate years), nor as the program grows in size. Running all courses as desired and with curricular changes in mind, will require at minimum 1.0 FTE additional faculty to be hired in the near future (e.g., 2-5 years). Moreover, Health Science often has

³ Data are solely based on HSCI-coded courses and do not include the numerous required BIOL-coded courses students take.

faculty members who are released from their teaching duties to carry out research or service work at KPU. As a result, we frequently rely on contract faculty to meet course demand. Because the Health Science program does not offer laboratory courses, we also have sufficient physical (space) capacity to offer our courses, assuming there are no scheduling issues at the institutional level.⁴

The lower-level courses within the program (e.g., HSCI 1115, HSCI 2220) tend to have wait lists but to varying degrees. With HSCI 1115, we have continued to add sections in recent years (7 sections offered in 2019/2020 and 9 sections offered in 2023/2024). When fewer sections were run per year, we often had large waitlists (e.g., 20 or more students for peak days/times). Now, with more sections for students to enroll in, we see smaller waitlists (e.g., 5-10 students for peak days/times). Since the inception of the program, we have only ever offered one section of HSCI 2220 per year. In Spring 2024, we had a full waitlist for this course and were subsequently able to offer a second section in Summer 2024 (when another course within the department was cancelled) to accommodate these students. In Spring 2025, we again had a full waitlist for this course and were able to offer a second section that filled with a strong waitlist of approximately 20 students. Without special permission from the Office of the Provost for one-time funding, we would not have been able to meet student demand. HSCI 2220 is a particularly good indicator for gauging the proportion of students intending to major in Health Science, so the enrolment of this course should be monitored closely over time to ensure demand can be met at the upper years.

At the upper years, we do not tend to have course waitlists. For example, the only required Health Science course that runs annually is HSCI 4380 Critical Evaluation where enrolment has ranged between 15 and 25 students in recent years. That said, some of the upper-year courses that run in alternate years have recently filled to capacity (which we have not seen before). For example, HSCI 3225 Nutrition had 35 students at the stable enrolment date (Fall 2024) and in Spring 2025, HSCI 4250 Health Business was also at capacity at the stable enrolment date. The Health Science program has completed a memorandum of understanding with one private institution (e.g., Alexander College) and is currently pursuing another one with a different institution (e.g., Columbia College) that will enable eligible students to transfer into the upper years of the Health Science program. If successful, we anticipate a small influx of students initially, with a larger number of transfers over time. Having students ladder into the Health Science program will likely have an impact on our capacity to meet demand, especially if fill rates increase. Regardless, leveraging opportunities such as these can help increase demand for the program over the long term.

Does the program have effective outreach to ensure demand?

The Health Science program website was re-worked based on recommendations from the most recent program review (2019-2024), however additional modifications are still needed to highlight key aspects of the program. For example, faculty profiles (including courses taught and research interests), unique program opportunities (e.g., co-operative education, honours research), and recent faculty and student successes (e.g., conference presentations, work-integrated learning) are not mentioned on the program website. Including information such as the above may help to attract the attention of prospective students and draw them to KPU. A more thorough plan for outreach (e.g., posters within high schools, social media campaigns), developed alongside the marketing team, communications team, and Future Students Office (FSO) at KPU, may also be needed. Greater reach would not only impact the potential to attract more students but also spread the word to industry and community partners. With 50% of discipline/sector survey respondents not at all or only slightly familiar with the program, there is most likely considerable room to raise awareness of the degree (Appendix E). With greater familiarity, we may be able to strengthen opportunities between KPU and these organizations, ultimately raising the profile of the program.

⁴ The HSCI program is heavily reliant on BIOL laboratory courses which has space (capacity) concerns.

Faculty within Health Science consistently attend outreach events at KPU and in the surrounding community. For example, we have a regular presence at KPU Discovery Day, KPU Community day, KPU Open House, Science Rendezvous, Science Challenge, and Open Doors Open Minds, among others. Our faculty have also worked with the FSO to offer information sessions to dual-credit students (e.g., Richmond, Langley, Surrey School Districts) interested in completing HSCI 1115 while still in high school. Faculty have also partnered with FSO to host information sessions for high school students considering KPU. However, most of the recruitment that faculty have been involved in to this point has focused on domestic students, particularly within BC. Over the past five years, the Health Science program has had a lower percentage of international students compared with other programs within FoS (17% (2019/20) versus 34% (2023/24), respectively) (Appendix H). Given the potential of international students to increase fill rates and thus raise net tuition revenue for the program, it would be beneficial for the Health Science program to learn more about how KPU recruits international students. Moreover, investigating and promoting the transferability of a BSc degree from Canada to international careers may also be a useful endeavor. We recently hosted a virtual information session for the Vietnam market (April 2025) with the help of KPU International. The session was a success; thus, it would be valuable for the program to consider engaging in additional events across other key international markets.

As noted above, at the time of this writing, a memorandum of understanding has been completed with Alexander College to formalize a transfer pathway into the Health Science program at KPU (and a pathway agreement is currently being pursued with Columbia College). These institutions provide nearly all of the first two years of our program, which means that students would be able to transfer into third year (where our enrolment tends to drop off). Other opportunities to promote our program to local colleges (e.g., Douglas, Langara) that do not have a health science degree (but offer many of the same first- and second-year courses) may be helpful to students seeking further educational opportunities. Additionally, we could consider promoting the program internally to students completing an Associate of Science degree (in addition to having HSCI 1115 added as a course option to that degree to help raise awareness among students) at KPU. Further, there will be nursing intended students at KPU who are not accepted into the Bachelor of Science in Nursing program. These students will have already completed some of the Health Science program requirements, and may wish to stay at KPU and re-position themselves toward a different part of the health sector. Developing a strategy to capture these students and highlight alternate career opportunities would also be valuable for long term demand.

Recommendations

- Pursue a marketing and communications strategy that promotes the program among the general public and encourages enrolment from alternative markets (e.g., international agencies, public and private colleges), including a strategy to increase and retain the number of students at the upper years of the program.
- Explore new thematic specializations or concentrations (e.g., biomedical sciences, sociomedical sciences) to support diverse student interests and career pathways.
- Assess the feasibility of a 2-year credential (e.g., Certificate or Diploma in Health Studies, Indigenous Health, or other appropriate area) to recognize partial program completion and broaden access to applied health science education.
- Pursue the possibility of hiring at minimum 1.0 FTE faculty in the near future (e.g., 2-5 years).
- Discuss with the Faculty of Health whether a nursing-intended designation at KPU is feasible.

4. Effectiveness of Instructional Delivery

4.1. Instructional Design and Delivery of Curriculum

Are appropriate opportunities provided to help students acquire the PLOs?

The BSc in Health Science degree is a foundational program that is grounded in scientific methodology and hands-on skills. The program utilizes small class sizes to provide lab-intensive experiences where students learn, first-hand, the appropriate use of equipment and techniques to investigate living organisms and how they function. Upper-level courses, particularly the biology offerings which build upon the core knowledge and skills developed in first- and second-year, allow for the exploration of more advanced concepts and techniques. Some of the upper-year health science courses similarly build from core knowledge, yet other courses (e.g., HSCI 4140 Health and Aging, HSCI 4245 Populations and Policy, HSCI 4250 Health Business) only have the expectation of basic health-related knowledge and upper-year standing. Upper-year students generally have more opportunity to design and carry out lab experiments, field-based research, and/or community projects in collaboration with students, faculty, and other partners, enabling them to demonstrate knowledge and skills learned.

Based on the curriculum map in Chapter 2, most of the PLOs are met across multiple courses within the degree program. PLOs specific to knowledge of biology (and to some degree chemistry) and involving laboratory skills are particularly well represented. However, PLOs involving physics, health information and technologies, and research are less connected to the curriculum overall which is to be expected given that some of these are not a core part of the program. These findings are echoed among alumni, who rated the extent to which the program helped them develop certain PLOs as lower. For example, only 64% of alumni felt their ability to solve numeric problems and interpret data related to health sciences using mathematical concepts was moderately or largely developed within the program (Appendix C). Further, just 57% of alumni felt the program prepared them to a moderate or large extent to examine fundamental concepts, processes, and systems of physics. For most other PLOs, more than 75% of alumni indicated that the program contributed to their development, either to a moderate or large extent.

Current students report that the courses they take are moderately or largely supporting their ability to develop each of the PLOs. Whereas agreement was significantly high on certain outcomes (e.g., examine fundamental biological concepts, processes, and systems of the human body (91%), examine fundamental concepts, processes, and systems of chemistry (84%)), it was lower on others (e.g., critically analyze health issues by applying current knowledge and perspectives to a range of health questions (48%), prepare a personal strategy and plan for academic, career, and professional development in health science or related field (29%)) (Appendix D). The degree to which students rated the contribution of courses to their ability to develop the learning outcomes represents the structure of the current degree. As one faculty member noted, “the health science degree program is essentially a biology degree with a health science minor.” Since the degree is so heavily focused in the foundational sciences, it is not surprising that student responses reflect this, with many students agreeing that their development in these areas is strong.

Faculty, on the other hand, strongly agree that the Health Science program is helping students develop all of the PLOs to a moderate or large extent. For each outcome, agreement was equal to or greater than 69%, with several outcomes at more than 85% (Appendix F). PLOs with the lowest level of agreement related to examining “fundamental concepts, processes, and systems of physics” and developing “facility with the research techniques appropriate to effectively explore health information.” It is also important to note that there is overlap among some of the PLOs as currently written. Further, several of the PLOs are vague in their wording, which may have made it more difficult to assess the extent to which the degree is helping students develop them. As one faculty member noted “The program learning outcomes are very

vague, and their intent is not clear. There are also quite a lot of them, where some seem to be a bit repetitive and could be combined.”

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

The Health Science program includes a strong bench science component (e.g., biology, chemistry, physics) which means that students are exposed to significant experiential learning opportunities through laboratory components and/or basic and applied research in the laboratory and/or field. Many core courses within the program include laboratory components (e.g., BIOL 1110_L & 1210_L; CHEM 1110_L & 1210_L; PHYS 1101_L; BIOL 2320_L & 2321_L & 2330_L; CHEM 2320_L & 2420_L; BIOL 3130_L & 3321_L; and BIOL 4130). The senior research project courses (HSCI 4199/4299 and HSCI 4990/4995) also provide important opportunities for basic or applied research, although this set of courses is optional for students. Students who take the research courses gain significant hands-on experience that provides invaluable preparation for entry into graduate programs. Other courses within the degree provide experiential learning. For example, HSCI 3110 requires students to volunteer within a health-related organization. Several students who have taken this course end up continuing in a volunteer capacity after the course is complete which may continue to build professional identity and network connections. Other courses, (e.g., HSCI 4110, HSCI 4140) have partnered on real-world projects with community organizations. The co-operative education degree option also enables students to gain hands-on learning via paid job placements. The challenge however, is that these opportunities (e.g., HSCI 3110, course-based honours research, co-operative education) are optional within the degree program so not all students are equally exposed to experiential learning. At this point, most students are reliant on laboratory courses to engage in experiential learning. Careful consideration for how to ensure sufficient experiential learning opportunities are available within health science coded courses will be needed should the program composition change (e.g., removal of certain biology-coded lab courses).

For the most part, alumni were quite positive about the number of opportunities available to them to reinforce learning through practical application. For example, 20% of alumni somewhat agreed and more than half (53%) of respondents strongly agreed that there was sufficient opportunity to reinforce their learning through practical applications (Appendix C). Interestingly, 13% of alumni somewhat disagreed, however, none strongly disagreed. Respondents indicated their participation in a variety of work-integrated and/or community-engaged learning opportunities while at KPU. Nearly all (86%) respondents indicated their participation in lab courses. Half of alumni took part in work-integrated course projects, 43% completed applied research projects, and 21% took part in a practicum or volunteer placement. When asked to indicate the extent to which these opportunities contributed to their learning, 83% of those who completed applied research projects indicated a large extent. Similarly, 67% of those engaged in practicum or volunteer work felt it contributed a large extent to their learning. Perhaps surprisingly, only half of alumni felt lab courses contributed largely to their learning.

Findings from the student surveys also indicate a relatively high level of practical application of learning within the program. Overall, 52% and 6% of students somewhat or strongly agreed, respectively, that they have had sufficient opportunities to reinforce their learning through practical application. (Of note, 29% of students somewhat or strongly disagreed with this statement) (Appendix D). When asked to select any work-integrated or community engaged learning opportunities they participated in, nearly all students (97%) indicated participation in lab courses, where 27% indicated participation in a practicum or volunteer placement, and another 10% indicated participation in a co-operative education experience. Perhaps surprisingly, just 24% of students felt that lab courses contributed a large extent to their learning.

Faculty agree that the program prepares students for careers in health science-related fields through hands-on learning in labs (83%) and hands-on learning outside of labs (e.g., fieldwork, practicums, co-ops)

(53%) (Appendix F). However, one faculty member commented that they are unclear “what kind of work students who have graduated from this program might seek.” Given the variety of graduate education and career paths available to students with a health science degree, keeping faculty up to date on the labour market and providing greater clarity as to the most current job opportunities (with and without further education) is needed. In knowing this, faculty will likely be able to better craft and align practical learning experiences that are tailored to and support the development of skills needed post-graduation. It would also likely benefit those considering different paths (e.g., public health, health administration) to have more opportunities for preparation through hands-on learning that takes place outside of laboratory settings.

Are appropriate opportunities provided to help students acquire the essential skills?⁵

The Health Science program supports individual development of each of the essential skills identified by the Ministry of Post-Secondary Education and Future Skills. These seven skills are embedded within the program and achieved through the use of learning opportunities that progressively scaffold across the degree program. Program graduates report a high level of skill development overall, as well as across each of the individual essential skills. The Ministry target is ≥85% agreement, which the Health Science program has met. Overall, the percentage of graduates reporting achievement of specific skills ranged from 88% (working effectively with others) to 100% (writing clearly and concisely, analyzing and thinking critically, and learning on your own) (Appendix H).

Responses from the student surveys support similar findings, with more than 85% of students agreeing that courses within the Health Science program have helped them develop each of the essential skills (to a small, moderate, or large extent) (Appendix D). For example, 74% of students feel the degree program has helped with developing the ability to learn on their own, 52% with analyzing and thinking critically, and 42% with reading and comprehending material appropriate to the field, to a large extent. One area where students responded slightly less positively relates to working effectively with others. For this item, 13% of current students felt the degree had not prepared them at all in this space.

Encouragingly, 100% of alumni felt the program helped them develop each of the essential skills to some extent (Appendix C). All respondents felt the program developed their ability to write clearly and concisely and speak effectively to a moderate or large extent. Similar to students, alumni also felt they were somewhat less prepared to work effectively with others. For example, 27% of alumni felt the program had prepared them to only a small extent in this area.

Faculty also reported strong agreement that the program helps students develop the essential skills to a small, moderate or large extent. Specifically, 100% of faculty felt the degree program has helped students read and comprehend material (appropriate to the field and analyze and think critically) (Appendix F). Most (94%) faculty also agreed the program has helped students write clearly and concisely, speak effectively (verbally expressing opinions or ideas clearly and concisely), and learn on their own. And 88% reported the program supports students in working effectively with others and resolving issues or other problems. This finding is particularly interesting as it conflicts somewhat with the experiences of students and alumni. It would be valuable for faculty to learn more about the reasons why these groups feel they are less prepared in this way, and seek solutions to support growth in this area for students in the program.

There are also discipline-specific essential skills that are expected of a health scientist. For example, students will ideally develop skills in the following areas: (1) technical (e.g., understanding of medical terminologies), (2) analytical (e.g., data analysis and interpretation), (3) communication (e.g.,

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

communication with diverse populations), (4) interpersonal (e.g., empathy and intercultural competence), (5) ethical and legal awareness (e.g., understanding of ethical principles in healthcare), (6) management and leadership (e.g., project management skills), and (7) research (e.g., design and conduct of research studies). Responses from student surveys indicate that these skills are being developed to a moderate or large extent within the program. For instance, between 60 and 65% of students feel technical, analytical, communication, and interpersonal skills are being developed (Appendix D). However, fewer students felt there was emphasis on ethical and legal awareness (45%), management and leadership (52%), and research (48%). Alumni felt most strongly that the program is doing a good job preparing graduates in the areas of technical (80%), analytical (73%), communication (80%), and research (80%) skills (Appendix C). However, improvement is needed in the development of management and leadership skills, where just 66% of respondents felt the program prepared them sufficiently. Generally, faculty felt the program prepares students to a moderate or large extent on all skills, with technical (76%) and analytical (78%) skills rated highest, and management and leadership (50%) rated lowest (Appendix F). Of importance to consider is the feedback from industry, where most respondents felt students were not at all or only somewhat prepared in specific areas: technical (72%), analytical, interpersonal, ethical and legal awareness, and management and leadership (86% each), research (71%), and communication (57%) (Appendix E). While these findings were based on a small sample (n=7), it is surprising that industry differs so strongly from faculty, alumni, and students.

Along these lines, we also asked students to indicate whether they preferred fewer, the same number, or more of certain course categories within the degree program to understand whether their needs are being met and appropriate skill sets achieved. One-third or more of all respondents expressed a desire to have more of the following course types offered within the degree program: research and statistics, population and public health, healthcare systems, and behavioural and social science (Appendix D). Additionally, more than 80% of students want to see more specialized electives offered (e.g., nutrition, mental health, immunology). Strategically integrating a broader range of interdisciplinary perspectives into the degree may open the door for degree specializations that ultimately better prepare students for their future career pathways. (See Section 3.3 Recommendations). There is an opportunity for the program to enhance the skill set of students to succeed in diverse careers in both the biomedical sciences and the sociomedical sciences, for example public health, health policy, epidemiology, healthcare administration, allied health and medical professions, and related fields in the contemporary health sector beyond simply achieving basic scientific literacy skills.

These sentiments are echoed by some of the respondents of the discipline / sector surveys, who highlight multiple opportunities for improvement to the curriculum. As one respondent noted, “The current curriculum has a lot of focus on the science of healthcare (e.g., anatomy and physiology) and less emphasis on the art of healthcare (e.g., relationship building, change management, cultural safety). It would be great to have a better balance ... as a lot of healthcare right now is related to the art.” Another respondent noted that the clinical structures and courses of the program are robust, but “if the outcomes are to prepare students for health policy, research, management, sales and education ... courses in public health, health leadership, health economics, and perhaps an elective about BC Healthcare Navigation” are needed. Further, another respondent felt the lack of stream (degree specialization) options within the program limits the ability of students to build specific / niche skillsets. There was also mention of major gaps in Indigenous understanding, particularly for those aligned toward future clinical work.

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

For several of the upper-year health science courses, in particular those that are directed more toward sociomedical content, the primary prerequisite is completion of HSCI 1115 and a specific number of university credits (e.g., 60, 90). These courses (e.g., HSCI 3110, 4110, 4245, 4250) are terminal, one-off courses where an introductory level of knowledge in addition to sufficient preparation in reading, writing,

critical thinking etc. is adequate for completion. For other health science courses where the content is more biomedical in nature, the prerequisites are quite prescriptive to ensure students have sufficient background understanding to be successful. For example, HSCI 3225 Nutrition requires prior completion of both BIOL 1110 and 1210 to ensure basic understanding of body systems and key nutrition concepts (e.g., macronutrients). Similarly, the two fourth-year anatomy and physiology courses (e.g., BIOL 4130 & 4230) each require completion of BIOL 3130 Foundations of Human Anatomy & Physiology first.

Program design challenges, particularly related to the sometimes-limited frequency in which prerequisite courses are offered, remain. For example, BIOL 3130 is offered each fall semester. If students miss this offering or fail the course, they will be set back in taking the subsequent courses for over a year. Issues like this have been problematic for student progression and timely degree completion. Additionally, achieving all of the prerequisite courses for many of the health science courses is particularly difficult for students wishing to complete a Minor in Health Science. When asked to think about the program as a whole, 65% of students and 92% of alumni somewhat or strongly agreed that the required prerequisites within the program prepared them for more advanced courses (Appendix C and D). Based on faculty surveys, more than 80% of respondents somewhat or strongly agreed that the prerequisites offered prepare students for more advanced courses (Appendix F). It will be important for the Health Science program to revisit the prerequisites and modify when appropriate to aid in timely degree completion.

Does instruction meet the needs of diverse learners?

The Health Science program includes course instruction delivered via the following modes: face-to-face classroom lectures without an experiential laboratory component, face-to-face lectures with an experiential laboratory component (e.g., anatomy and physiology), fully online, and blended face-to-face and online. Online courses or components of specific courses can be delivered either synchronously or asynchronously. Currently, the majority of health science courses are offered in a face-to-face capacity.

Diverse learning styles may be accommodated by online or blended delivery. During the early stages of the Covid-19 pandemic, all health science courses were transitioned online. Today, most courses have moved in-person and are once again being offered face-to-face. There are only a few courses running in a blended (face-to-face and online) format (e.g., HSCI 4110, 4245, 4250). Other accommodations are provided by KPU Accessibility Services, and include exam accommodations (extra time, distraction-reduced rooms, questions read out loud); course material accessibility (alternate formats such as e-text, audio, large print, or Braille); note-taking services; technology and equipment (Smart Pens, read aloud programs, screen readers, dictation programs, ergonomic chairs, large screens for computing, transcription services).

Students report a high level of agreement related to how program content is delivered. For example, most agreed or strongly agreed that instructors provide a supportive environment (78%), present the course materials effectively (74%), are up-to-date on current developments in the discipline (61%), and ensure students' emotional and physical safety (61% and 67%, respectively) in the learning environment (Appendix D). Specific strengths related to how the program is delivered were noted as a strong focus on applied learning, passionate instructors with real-world experience, and a diverse range of teaching methods (e.g., lecture, discussion, group work) to accommodate different learning styles. Several areas for improvement were also highlighted. For instance, students suggested the inclusion of more online and hybrid learning options to accommodate students with other commitments, additional seats made available in required courses, and greater alignment of material across courses to reduce repetition.

Alumni similarly felt that instruction within the program was satisfactory. For example, 80% of alumni stated being somewhat or very satisfied with the instruction they received in the Health Science program (Appendix C). Strengths related primarily to the small class sizes and experienced faculty, and also the

programs' combination of theory and hands-on applied learning. Areas for improvement pertained more so to structural issues, for example, offering more sections of courses or having greater flexibility in modes of delivery (e.g., online, in-person).

Most faculty somewhat or strongly agreed that the instruction provided within the program meets the needs of diverse learners. For instance, 89% of faculty felt that current instructional technologies and pedagogical approaches are frequently used and that instructors ensure students' emotional and physical safety in the learning environment (Appendix F). Additionally, 78% reported that the delivery of the curriculum is effective, and 56% felt positively that multiple learning modalities are accommodated within the classroom. Faculty are generally quite happy with the quality of instruction being offered within the program, with 74% either somewhat or very satisfied overall.

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

Both formative and summative assessment methods are used in the Health Science program. Formative methods include draft-writing and feedback on written assignments (e.g., term papers, research reports), practice and feedback on oral presentations, and direct practical feedback during supervision of class discussions and activities. Summative assessment methods include final drafts of written materials (as above); regular quizzes (in-class or online via Moodle); traditional timed midterm and final exams (including, for example, multiple choice questions, short answer, and essay-style questions); and presentations (oral, poster, or digital/audiovisual) of original research or course topics. Generally, a stronger emphasis is placed on quizzes and exams (with other assessment types included) at the lower levels, with the upper years allowing for greater demonstration of learning via projects, papers, presentations, and discussions. These varied assessment methods enable faculty to assess student learning outcomes holistically across the duration of the program.

All of the assessment methods used in the Health Science program are clearly stated in the official course outlines. These guidelines allow faculty autonomy in terms of choice of methods for evaluation and development of assessment rubrics. In FoS, there is a shared grading scheme that standardizes letter grades (and percentages) with a qualitative description of each grade. Many faculty create rubrics for individual assignments. In addition, standardized course syllabi are provided to students at the beginning of each term that clearly outline assessment expectations and information.

Results from the student surveys suggest that more than half of students somewhat or strongly agree with each of the following statements pertaining to how learning is assessed in the program as a whole: receive clear information on how they will be evaluated (70%), range of assessments (e.g., group projects, presentations) lets them demonstrate what they have learned (73%), assessment standards are consistent throughout the program (56%), and instructors provide useful feedback (57%) (Appendix D). For alumni, most respondents somewhat or strongly agreed with the following statements pertaining to learning assessments: receive clear information on how they will be evaluated (85%), range of assessments (e.g., group projects, presentations) lets them demonstrate what they have learned (85%), assessment standards are consistent throughout the program (77%), and instructors provide useful feedback (77%) (Appendix C). Based on faculty surveys, more than 70% of respondents somewhat or strongly agree with each of the following statements related to assessment within their respective courses: students are provided clear information on how they will be evaluated (89%), the range of assessments let students demonstrate what they have learned (84%), assessment methods align with program learning outcomes (79%), and the assessment standards are consistent throughout the program (73%) (Appendix F). These findings are in large part consistent and positive, however there appears to be some room for improvement in certain areas. It may be beneficial for faculty within the program to receive additional

training related to assessment standards and feedback available through the Teaching and Learning Commons to ensure more consistency across instructors and courses. Faculty suggestions regarding assessment methods were made regarding the need to align multi-instructor courses (e.g., HSCI 1115, HSCI 2220). Sharing resources between instructors and ensuring assessments are re-worked to be more applied and real-world in nature (as opposed to exam heavy) should also be considered.

Recommendations

- Consider expanding experiential learning in core HSCI courses using high-impact practices such as simulations, case-based learning, community-engaged assignments, and structured health data projects.
- Review individual course pre-requisites to determine necessity, and modify when appropriate to aid in timely degree progression and completion.
- Embed assessment of professional skills and attitudes (e.g., teamwork, leadership, ethics, intercultural competence) into major assignments using standardized rubrics and reflective tools.
- Leverage faculty expertise (including from areas of KPU with similar learning outcomes like the Faculty of Health and Melville School of Business), interdisciplinary collaborations, and the KPU Teaching and Learning Commons to support instructional innovation and pedagogical development.
- Consider whether / how to include more online and hybrid learning options within the program to minimize barriers to student progression.

4.2. Student Success

*Are students performing satisfactorily in courses?*⁶

One indicator of quality instructional design is student grade distributions. To perform satisfactorily in courses (and progress to a subsequent course that requires it as a prerequisite), students need to achieve a grade of “C” or higher. Exhibit 12 and 13 in Appendix H show the cumulative grade distribution for HSCI-coded and FoS courses, respectively. Over the last five years, 90.4% of health science students were performing satisfactorily in their courses. This result is higher than that of FoS on average, where 73.8% of students achieved a grade of C or above, over the same time period. It is expected that the Health Science program has a higher number of students with passing grades given the nature of the program (e.g., students preparing to apply to allied health, health professional, or graduate education programs which typically require a GPA over 3.5 to be competitive). After an increase from 2019/2020 to 2020/2021, the overall GPA of health science students has held mostly steady. Over the last five years, the mean GPA of students enrolled in health science courses was 3.35, compared with 2.84 for FoS courses. The GPA range for the Health Science program also has less variability over time than FoS.

Where the repeat rate of courses within FoS has remained steady between 11% and 14% overall, it has fallen for health science courses from 18% (2019/2020) to 3% (2023/2024) (Appendix H). Similarly, the DFW rate for students in health science and in FoS differ, ranging from 6-10% in health science and 25-

⁶ Data reported in this section was obtained from the Grade Distribution Report, which is available at [DATA - Home \(sharepoint.com\)](#)

29% in FoS. While health science as a discipline is rigorous, it is possible these differences are due in part to the fact that health science courses do not contain laboratory requirements.⁷ Laboratory courses (e.g., biology, physics, chemistry) require a significant hands-on component along with considerable demand to use clear, well-structured detail with specific and appropriate terminology when expressing understanding of concepts. It is also worth noting that additional sections of HSCI 1115 have been offered during this period. As a lower-division course with historically strong student performance and a low failure rate, the increased enrolment in HSCI 1115 may have contributed to the observed increase in overall GPA and the reduction in DFW rates. Since the majority of HSCI-coded courses are concentrated in the third and fourth years of the program, many students entering these courses are more academically prepared, which may also explain improved performance trends at the upper level.

The performance of health science students across all levels of the program in academic year 2023/2024 is presented in Exhibit 17 in Appendix H. As would be expected, mean GPA increases over the course of the program (Year one = 3.36 to Year four = 3.56). The mean GPA of students in Year one of the program is considerably higher than the mean GPA for students in other FoS programs (3.36 versus 2.70, respectively). While the average GPA in health science starts higher in Year one, the Year four mean GPA aligns much more closely with students in FoS (3.56 and 3.54, respectively). Similar trends can be observed for repeat rates and DFW rates, where Year one is lower for health science students but remains on par at year four when these values level off for other programs in FoS. These data should be interpreted with caution given that there are only two lower year courses within health science (HSCI 1115 and HSCI 2220), thus essentially reflecting individual course difficulty as opposed to an accumulation of multiple courses.

Are students making satisfactory progress in the program?⁸

Most students feel that the required prerequisites prepare them for more advanced courses, however, the ability to take these courses when needed is not always possible. For instance, only 13% and 6% of students somewhat or strongly agreed, respectively, that they were able to take courses when needed (Appendix D). What is troubling is that 48% of students strongly disagreed with this statement, indicating a significant percentage of students struggling to progress through the program in a timely manner. Thus, nearly 74% of students have been unable to take a course when needed. When asked to provide course names, students frequently cited issues taking HSCI-coded courses (e.g., HSCI 2220, 3225, 4170, 4380). Students pointed to the infrequent offering of upper-year health science electives within the program as particularly problematic. Other key biology courses, for instance those offered in the second- and third-year of the Health Science program (e.g., BIOL 2320, 2321, 3180) were also mentioned (NOTE: This may be due to poor student planning as opposed to actual progression concerns). Similarly, less than half of alumni reported somewhat or strongly agreeing with the following statements: I was able to take the prerequisite courses when I needed them (43%) and The range of HSCI coded courses offered each term was adequate (43%) (Appendix C). These challenges are likely compounded by the fact that most third- and fourth-year courses are still run in alternate years. It is very possible that the limited availability of courses offered is a factor in students taking longer than four years to complete the Health Science degree program. Careful planning should occur to balance the frequency of course offerings so that class sizes remain large enough to avoid being cancelled.

Although there will understandably be variation in the number of students who graduate year on year, the Health Science program has generally showed an upward trend over time and is also contributing an increasingly larger percentage of overall FoS baccalaureate degree graduates. In academic year 2019/2020, six health science students graduated with a baccalaureate degree. By 2023/2024, the number of students graduating with a baccalaureate degree increased to 24. In ~~comparison to~~ FoS, there

⁷ HSCI students take a significant number of BIOL-coded lab courses (e.g., BIOL 3130) that are not reflected in this data.

⁸ Data reported in this section was obtained from the Credentials Report, which is available at [DATA - Home \(sharepoint.com\)](#)

were a total of 39 (2019/2020) and 53 (2023/2024) students graduating with ~~different~~ baccalaureate degrees in those same years. Overall, this means that health science students accounted for 153% (6 out of 3945) (2019/2020) and 4531% (24 out of 7753) (2023/2024) of baccalaureate degree graduates (Appendix H).

Are graduates of the program successful?

The Health Science program is designed to support direct entry into the workforce and to serve as the educational prerequisites for students wishing to pursue further education in allied health, health professional, or graduate programs. Given this, it makes sense that we see both pathways reflected in Exhibit 20 in Appendix H. Of 16 respondents, the unemployment rate between 2020 and 2023 is higher (12.5%) for health science graduates than the Ministry target of $\leq 7.5\%$. This is less than ideal, yet perhaps to some degree explainable given the uncertainty that was occurring during the Covid-19 pandemic, particularly within the health sector across these years. It is possible that individuals with a health science background and no interest in clinical work, were less keen to be employed directly within the health system. Regardless, we do see that over two-thirds of graduates (71%) with current employment are working in occupations that they describe as ‘somewhat’ or ‘very’ related to their studies.

Seven out of fourteen alumni survey respondents indicate current employment in a field related to health science (with the remaining students currently or recently engaged in post-graduate education). Of students employed, 71% found work within one year of graduation and 58% were employed in a regular position (the remaining graduates were working in contract or casual positions) (Appendix C). Alumni reported working in a wide variety of roles including: medical sales associate, education coordinator, laboratory assistant and pharmacist with organizations such as Vancouver Coastal Health, Fraser Health and LifeLabs. In addition to survey respondents, we are aware of alumni who are working as: Research Assistants (Applied Genomics Center at KPU, Headlands Research), Medical Office Assistant (Back & Body Wellness Centre), Diet Technician (Vancouver Coastal Health), Pharmacy Technician (Shoppers Drug Mart), Caregiver (Ministry of Children and Family Development), Diagnostic Medical Sonographer (Interior Health Authority), and Youth Mental Health Worker (Options Community Services), among others.

Because the degree is broad-based, we have found that many students are unaware of the vast number of career paths available to them. Developing more fulsome and targeted career-focused opportunities (e.g., co-curricular) that span the duration of the program may be key to helping students obtain greater clarity related to future employment pathways. Students should be exposed to a variety of possible career options, clinical and non-clinical, throughout their time at KPU to see where their long-term interests lie. Given that the BC Labour projections indicate a significant increase in job openings related to both health care and social assistance, along with professional, scientific, and technical sectors, there is considerable opportunity to better support program graduates interested in moving to health-related positions that do not involve direct patient care (and thus further education) immediately upon departure from KPU.

Recommendations

- Explore a Health Science Career Development Program that includes guest panels, mentorships, volunteer tracking, skills workshops, and a co-curricular record framework to build career clarity, improve sector engagement, and reduce unemployment.

5. Resources, Services, and Facilities

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

There are numerous library and learning resources available to health science students, ranging from audio-visual equipment to study guides. Most students report being neutral or positive toward the services available, however a considerable percentage have never used multiple resources during their time at KPU. For example, while 38% of students are either somewhat or very satisfied with the availability of audio-visual equipment, another 38% have not used this resource (Appendix D). Similarly, 20% are satisfied with the study guides that are available to them, however 28% have never used them. There is also particularly low uptake of DVD or streaming videos on program-related topics (48% have never used), however, this may not be a relevant learning modality for our students. The Health Science program should also consider establishing a stronger connection to the health science librarian to ensure consistency for students upon entering the program. From the student survey, 25% of students report having never had a library orientation (even though this is included as part of the required BIOL 1210 lab) and 38% have never accessed librarian support for program-related research. Given the nature of the program and how much of it focuses on individual research or term papers, along with group projects, it would significantly benefit students to be connected with a librarian much earlier in their degree program (e.g., HSCI 1115). Faculty surveys echo much the same, where most people indicate that the library resources are meeting the program's needs very well or extremely well. Of primary importance are online resources (e.g., journal articles), with 70% of faculty indicating that these resources are meeting the needs of the program (Appendix F). Of note, the KPU library lists 20 health science databases, where other institutions list more (e.g., SFU has 46 health science databases). There are however, a considerable percentage of faculty who have not engaged with certain materials. For example, 59% have not used DVDs or streaming video on program-related topics, 41% have not used print periodicals, and 35% have not used audio-visual equipment, study guides, or library orientation. One area that the program may want to consider exploring is the potential use of Open Educational Resources (OER) in key courses. To date, OER is used sporadically in a handful of upper-year courses.

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

Health Science courses do not currently rely on specialized technology; however, the program includes numerous biology courses which require equipment to deliver the core curriculum. For example, Health Science students take BIOL 3130 and BIOL 4130 (Anatomy and Physiology), both of which include the use of specialized equipment and technology (e.g., laptop computers, ADI PowerLabs). This type of equipment will need to be monitored for lifespan and replaced accordingly. Additionally, for students enrolled in senior-level research courses, access to equipment and technology, as needed, is often supported through partnerships with other units, such as: biology, which provides access to laboratory equipment and instrumentation when relevant to student projects; the AGC, which has supported research requiring specialized molecular or bioinformatics tools. In addition, access to statistical analysis software such as SPSS and NVivo is provided through institutional licenses managed by the Teaching and Learning Commons or IT. Although this question was not asked in the student survey, it may be useful to consider whether additional specialized tools should be integrated into the curriculum in the future. For example:

- Data visualization platforms, health analytics tools, or public health informatics software could enhance instruction in courses related to epidemiology, health systems, or research methods.
- Simulation software or interactive case-based learning environments could support more applied learning experiences (e.g., aging simulator).

While current technology meets existing instructional needs, potential curriculum revisions may warrant a more proactive assessment of future technology requirements to ensure continued alignment with both pedagogical goals and sector expectations. For example, if curriculum changes include content aligned with emerging health sector trends such as digital health, artificial intelligence, or big data in health, additional instructional technologies may be required.

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

One of the most important resources of the program is the lab-based courses (e.g., biology, chemistry) and accompanying facilities which provide students with rich scientific experiences. Generally, students report a high level of satisfaction related to the facilities available (e.g., classroom space, laboratory space, computer space) to them. Most students are somewhat (47%) or very (23%) satisfied with the classroom spaces they learn in. Similarly, 50% of students are somewhat satisfied and 27% are very satisfied with the laboratory spaces available. Nearly 37% of students also report satisfaction with the computer spaces at KPU, however, an additional 30% have not used these spaces ([Appendix D](#)). Amongst faculty, there is general agreement that the classroom and laboratory spaces available are sufficient to deliver the curriculum. Of note, the space itself is good, but faculty require more of it (e.g., it is difficult to secure classrooms on peak teaching days and times which can require changes to scheduling, mode of delivery, etc.). Nearly 90% of faculty feel both classroom and laboratory spaces meet the program's needs somewhat, very, or extremely well. However, just 36% feel the same for computer space ([Appendix F](#)). The Health Science program is limited in its access to computer spaces. Outside of the regular library computers, there is no dedicated computer lab for science students at KPU. A positive for the program is that there are facilities available to offer the entire first two years of the degree on the Surrey and Richmond campuses. We have recently been exploring the possibility of doing the same on the Langley campus.

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

Students are particularly satisfied with the availability of required texts at the KPU bookstore (72% are somewhat or very satisfied). Satisfaction wanes a bit with the other resources where 42% (advising services), 31% (career services), 21% (accessibility services), 27% (counselling services), and 42% (peer tutoring services) of students were somewhat or very satisfied ([Appendix D](#)). Two primary areas of concern relate to advising services and career services, where 14% and 34% of students, respectively, have not used these supports. Health science students often take courses out of sequence so it would be beneficial to have all students connected to advising as early as possible within their degree program, ideally right after declaration. We have recently changed the declaration requirements to allow students to state their intention much earlier, which should help foster a stronger connection to degree advisors. Additionally, many health science students remain unclear as to what career paths are available to them, even toward the end of their degree program. It would benefit students for the program to work alongside career services to highlight their supports and persuade students to reach out.

Faculty overwhelmingly agree that accessibility services are meeting the programs needs very (56%) or extremely (28%) well, with 100% of faculty having used these supports in the past ([Appendix F](#)). There is strong support for the availability of required texts at the KPU bookstore, advising services, and peer tutoring services as well. Similar to student surveys, a significant percentage of faculty (50%) have not used or don't know whether career services are meeting the program's needs. As one faculty member notes, "KPU students have access to rich resources outside the classroom but these are underutilized. For example, students could learn how to study independently, make plans with advising, etc." In essence, the support services appear to be available, including career services, but connecting students to them and helping them understand how to access what they need could be improved.

Areas for improvement were noted as more learning centre hours and greater access to academic advisors (e.g., particularly those attached to FoS), stronger connection between central advising and degree advisors, less expensive textbooks (e.g., zero-cost or low-cost textbooks), dedicated health science work/study space to foster connections, and keeping the program website updated.

Recommendations

- Determine whether and if so, how/ when to incorporate a library orientation into the program for HSCI students to facilitate a stronger connection to the HSCI librarian.
- Evaluate potential technology needs against current / future industry trends, particularly in health analytics, telehealth, and simulation-based learning; advocate for targeted investment in health-specific instructional technologies and/or explore funding or shared infrastructure with related departments.
- Assess the availability of dedicated HSCI instructional and student support resources, including classroom space, career development practitioners, and advising capacity, especially as course offerings expand.
- Explore additional support for co-operative education and community placement coordination, which will be critical to sustaining experiential learning across an expanded health curriculum.
- Explore whether to pursue the inclusion of more zero-cost or low-cost textbooks within courses across the Health Science program.

6. Conclusions and Recommendations

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

STRENGTHS

- **Interdisciplinary Curriculum:** Integrates foundational science content with applied health science content, offering a broad, flexible degree that is relevant to multiple health-related fields.
- **Excellent Basic Science Foundation:** Emphasizes biology, chemistry, physics and laboratory-based learning that equips students with solid scientific knowledge and practical skills.
- **Undergraduate Research Opportunities:** Students in both the BSc in Health Science and the BSc (Honours) in Health Science degree programs engage in applied research projects under one-to-one faculty supervision.
- **Strong Faculty Expertise:** Faculty have a range of expertise and many are research-active, with deep connections to industry, enabling hands-on training and experiential learning opportunities.
- **Student-Centered Instruction:** Emphasis is on small class sizes, individualized learning and support, and applied assessments that foster critical thinking and communication skills.

WEAKNESSES

- **Curriculum Structure:** Disproportionate number of biology-coded courses and content compared to health science courses, particularly in the upper-years of the program, which creates misalignment with the program's overall identity.
- **Availability of HSCI-coded courses:** Limited offerings of health science courses in the early years (e.g., HSCI 1115 and HSCI 2220) may reduce student engagement and contribute to attrition.
- **Assessment Framework:** No comprehensive system to assess knowledge, skills, and attitudes at the program level; gaps in outcome scaffolding and alignment.
- **Program Learning Outcomes:** Excessive and overlapping program learning outcomes include redundancy and vague language, making mapping and assessment difficult.
- **Sector Engagement:** Industry and community interaction occurs mostly through optional or elective components rather than core programming, resulting in inconsistent sector engagement.
- **Research Capacity:** Ability of faculty to take on and support research students is limited, which means opportunities to engage in research projects are not possible for all students.

OPPORTUNITIES

- **Renew Curriculum:** Revise and streamline PLOs, scaffold skill development, and introduce and/or align content more clearly across years and between core/elective offerings.

- **Integrate Career Pathways:** Identify and embed career-specific content, including sector-aligned competencies (e.g., policy analysis, data literacy, health communication) and soft skills.
- **Develop Career Readiness:** Develop a Health Science Career Development Program (e.g., co-curricular program) or embedded initiative to support career exploration, skill development, and industry networking.
- **Introduce Specializations or Credentials:** Explore options for specializations (e.g., biomedical, sociomedical) or shorter credentials to support program flexibility and student goals.
- **Expand Applied and Digital Learning:** Incorporate emerging tools in health data, artificial intelligence, and telehealth to align with evolving sector needs.

CHALLENGES

- **Program Identity and Market Positioning:** Perceived overlap with a biology degree may create confusion for students and external stakeholders about the program's distinct value.
- **Graduate Readiness and Sector Alignment:** While many students perform well academically, there is variation in their preparedness for workforce entry, particularly in non-clinical roles.
- **Student Retention and Engagement:** The limited in scope health-content available across the early part of the degree may impact retention and thus enrolment in upper-year courses.
- **Sustainable Course Delivery and Scheduling:** Reliance on alternate-year offerings of electives creates pressure on course planning and student progression.

6.2. Recommendations

The following table presents the recommendations resulting from the program self-study.

Curriculum Review

- Undertake a comprehensive curriculum mapping and scaffolding initiative to align course learning outcomes (CLOs) with revised program learning outcomes (PLOs), addressing redundancy, misalignment, and missing competencies.
- Reduce the total number of PLOs to fewer than twelve and ensure they reflect a balance of knowledge, skills, and attitudes, including emerging domains such as equity, digital literacy, and career readiness.
- Revise the distribution of HSCI-coded courses and content, particularly in Years 2 and 3, to improve program cohesion and identity. Develop a set of core HSCI-coded courses at each year of the program, potentially focused on health systems, public health, or applied health science skills
- Align curriculum with high-demand employment sectors by mapping core competencies and skills to career clusters such as (1) clinical and allied health, (2) research and academia, (3) population and public health, (4) health administration and management, and (5) biotechnology and pharmaceuticals.

Program Relevance and Student Demand

- Investigate expanding co-operative education, practicum and/or research placements in collaboration with employers and professional organizations, including Fraser Health, BCCDC, and local community partners.
- Maintain communication channels with relevant bodies (e.g., PAC, alumni) to determine graduate outcomes and understand the evolving workforce expectations.
- Consult with relevant groups (e.g., KPU Indigenous Advisory Committee and Elder-in-Residence, First Nations Health Authority, KPU Teaching and Learning Commons) regarding strategies to decolonize and Indigenize the curriculum.
- Continue to integrate content and assessments that reflect real-world health challenges and sector trends, such as chronic disease prevention, aging populations, and culturally safe care.
- Assess whether the physics and/or math content of the program should be modified to more accurately reflect the needs of the health science field.
- Continue to seek additional hiring opportunities to match program growth, ensuring that future candidates have both academic and practical experience in the field of health science.
- Explore the possibility of providing protected time for faculty that actively engage in research that includes and supports the development of students.

- Pursue a marketing and communications strategy that promotes the program among the general public and encourages enrolment from alternative markets (e.g., international agencies, public and private colleges), including a strategy to increase and retain the number of students at the upper years of the program.
- Explore new thematic specializations or concentrations (e.g., biomedical sciences, sociomedical sciences) to support diverse student interests and career pathways.
- Assess the feasibility of a 2-year credential (e.g., Certificate or Diploma in Health Studies, Indigenous Health, or other appropriate area) to recognize partial program completion and broaden access to applied health education.
- Pursue the possibility of hiring at minimum 1.0 FTE faculty in the near future (e.g., 2-5 years).
- Discuss with the Faculty of Health whether a nursing-intended designation at KPU is feasible.

Effectiveness of Instructional Delivery

- Consider expanding experiential learning in core HSCI courses using high-impact practices such as simulations, case-based learning, community-engaged assignments, and structured health data projects.
- Review individual course pre-requisites to determine necessity, and modify when appropriate to aid in timely degree progression and completion.
- Embed assessment of professional skills and attitudes (e.g., teamwork, leadership, ethics, intercultural competence) into major assignments using standardized rubrics and reflective tools.
- Leverage faculty expertise ([including from areas of KPU with similar learning outcomes like the Faculty of Health and Melville School of Business](#)), interdisciplinary collaborations, and the KPU Teaching and Learning Commons to support instructional innovation and pedagogical development.
- Consider whether / how to include more online and hybrid learning options within the program to minimize barriers to student progression.
- Explore a Health Science Career Development Program that includes guest panels, mentorships, volunteer tracking, skills workshops, and a co-curricular record framework to build career clarity, improve sector engagement, and reduce unemployment.

Resources, Services and Facilities

- Determine whether and if so, how/ when to incorporate a library orientation into the program for HSCI students to facilitate a stronger connection to the HSCI librarian.
- Evaluate potential technology needs against current / future industry trends, particularly in health analytics, telehealth, and simulation-based learning; advocate for targeted investment in health-specific instructional technologies and/or explore funding or shared infrastructure with related departments.

- Assess the availability of dedicated HSCI instructional and student support resources, including classroom space, career development practitioners, and advising capacity, especially as course offerings expand.
- Explore additional support for co-operative education and community placement coordination, which will be critical to sustaining experiential learning across an expanded health curriculum.
- Explore whether to pursue the inclusion of more zero-cost or low-cost textbooks within courses across the Health Science program.

7. Appendices

Appendices are provided in separate document.



Bachelor of Science in Health Science (Honors, Major, Minor) Program Review Self-Study Report Appendices

Program Review Team Members:

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Appendix A - Career Pathways Map

Sector	Possible Careers	Credential/Skills
Research and Academia	<ul style="list-style-type: none"> • Lecturer or Professor • Research Associate, Coordinator, Consultant • University Administrator • Wellness Specialist 	MA, MSc, or PhD (Health Related Field)
Population and Public Health	<ul style="list-style-type: none"> • Epidemiologist • Health Educator • Biostatistician • Global Health Worker 	BA/BSc MA, MSc, or PhD
Health Administration and Management	<ul style="list-style-type: none"> • Hospital Administrator • Healthcare Manager • Health Policy Analyst • Quality Assurance Lead 	BA/BSc MA, MSc, or PhD
Biotechnology and Pharmaceuticals	<ul style="list-style-type: none"> • Bioinformatician • Health Product Sales • Product Development • Pharmaceutical Representative 	BSc or related field MA, MSc, or PhD
K-12 Education	<ul style="list-style-type: none"> • Science Teacher • Health Teacher • School Administrator 	BA/BSc BC Teaching Certificate Graduate Diploma in Education, MA or MEd

Professional Career Options for HSCI Program Graduates					
Profession	Description	Practice Settings	Minimum Education	Practicum ¹	National Exam ²
Audiologists	Identify, diagnose, and manage individuals with hearing-related and balance problems. Also engaged in the prevention of, counseling for and research into hearing-related disorders.	Hospitals, public health units, community health centres, nursing homes, schools, private practices, industrial settings, hearing-aid manufacturers, universities and professional associations	Master's	✓	✓
Chiropractors	Diagnose and treat health problems associated with muscular, nervous and skeletal systems, particularly the spine.	Mostly work in private practice.	Professional Doctorate	✓	✓
Dentists	Diagnose, prevent and treat diseases, conditions and disorders of the teeth, mouth and surrounding tissues and structures to contribute to oral health and general well-being.	Private-practice clinics, hospitals, universities and public health facilities.	Professional Doctorate	✓	✓
Dietitians	Plan, implement and manage nutrition and food service programs that are directed at encouraging healthy nutrition outcomes and the prevention of nutritional disorders. Dietitians provide treatment of nutrition-related diseases and conditions.	Educational institutions, hospitals, long-term care facilities, public and community health services, private practice, government and industry.	Bachelor's	✓	✓
Environmental Public Health Professionals (EPHPs)	Include the working titles of both public health inspector and environmental health officer. Safeguard the environment and health of Canadians by providing health protection services in a variety of regulated and non-regulated areas.	Government agencies on inter-disciplinary public health teams. Some work in the private sector as technical consultants or as workplace safety and health professionals and in the fields of academics, public policy, executive management, research, and information management.	Bachelor's	✓	✓

Profession	Description	Practice Settings	Minimum Education	Practicum ¹	National Exam ²
Health Information Management (HIM) Specialists	Experts in the science and technology of health information management. Possess a blend of knowledge and skills encompassing biomedical sciences, information science and technology, the legal aspects of health information management, and the integration of clinical and financial information. They provide services in all aspects of health information lifecycle management, including data collection and quality management, decision support, standards, access and disclosure, coding, disposition and privacy of health information.	Acute care, community health clinics, mental health and outreach programs, nursing homes and long-term care facilities, government agencies, privacy commissioners' offices, educational institutions, IT/IS vendors, pharmaceutical companies and workers' compensation offices. They perform detailed analyses of information in health records to facilitate health care decisions.	Bachelor's	✓	✓
Medical Physicist	Specialized training in the medical applications of physics, which involves the use of physical agents, including X-rays, particle beams, radioactive materials, ultrasound, magnetic and electric fields, heat and light in medical diagnosis and therapy.	Cancer-treatment facilities, hospital diagnostic imaging departments or hospital-based research establishments. Others work in universities, government and industry.	Master's or Doctorate		
Midwives	Primary health care providers who offer comprehensive care to women and their babies during pregnancy, labour, birth and the postnatal period.	Home, community, hospitals, clinics, birth centres and health units. Midwives offer choice of birth place; most have hospital privileges.	Bachelor's	✓	✓
Occupational Therapists (OTs)	Promote health and well-being by enabling individuals, groups and communities to participate in occupations that give meaning and purpose to their lives including self care, play, work, study, volunteerism and leisure.	Community agencies, hospitals, chronic care facilities, rehabilitation centres and clinics; schools; social agencies; industry; or are self-employed. Some specialize in working with a specific age group or conditions such as arthritis.	Master's	✓	✓
Optometrists	Frequently serve as the entry point into the eye health care system. They examine patients' eyes, diagnose vision and ocular health problems and prescribe treatments to conserve, improve and correct vision and ocular health disorders.	Optometrists work in private practice, clinics and community health centres.	Professional Doctorate	✓	✓

Profession	Description	Practice Settings	Minimum Education	Practicum ¹	National Exam ²
Pharmacists	Assist clients with medications in order to safely achieve desired health outcomes at home, in the community and in hospitals. They conduct research and work with other health care providers to deliver optimal health care through effective use of health care products and services. Their practice emphasizes drug therapy management of diseases and symptoms and the promotion of wellness and disease prevention.	Work as community, institutional or industrial pharmacists. Community pharmacists own and/or practice in community pharmacies, while institutional pharmacists practice in hospitals, long-term care facilities and other such health care institutions. Industrial pharmacists participate in the research, development, manufacturing and sales of pharmaceutical products. Other settings include academics, government and regulatory organizations.	Bachelor's	✓	✓
Physicians	Prevent, diagnose and treat human illness, and assist in rehabilitation and palliation after the onset of disease or injury.	Community-based clinics and doctors' offices, hospitals, academic health centres and other institutional health care settings, such as nursing homes, laboratories, universities and government.	MD Plus Residency	✓	✓
Physio-therapists or physical therapists	Prevent, assess and treat the impact of injury, disease and/or disorders in movement and function. They work on improving, restoring and maintaining functional independence and physical performance; preventing and managing pain, physical impairments, disabilities and limits to participation; and promoting wellness.	Private and public settings including private physiotherapy clinics, public out-patient clinics, hospitals, rehabilitation centres, sport facilities, home-care programs, schools, long-term care facilities, community health centres, industry, government, universities and research facilities. Many are self-employed.	Master's	✓	✓
Psychologists	Study the biological, cognitive, emotional, social, cultural and environmental determinants of behaviour. Psychologists are licensed provincially and territorially to assess, diagnose and treat psychological problems and mental disorders.	Hospitals, community clinics, private practices, universities, schools, criminal-justice settings, social-welfare agencies, workplace employee-assistance programs, rehabilitation programs and workers' compensation boards. Services range from prevention to rehabilitation).	Doctorate	✓	✓

Profession	Description	Practice Settings	Minimum Education	Practicum ¹	National Exam ²
Registered Nurses	Coordinate health care, deliver direct services and support clients in their self-care decisions and actions in situations of health.	Institution and community-based environments such as hospitals, care facilities, rehabilitation centres, clinics, community health centres, home-care agencies, education and research facilities, companies, government and doctors' offices. May be self-employed.	Bachelor's	√	√
Respiratory Therapists (RTs)	Provide direct patient care by evaluating, treating and maintaining cardiopulmonary function.	Hospitals settings including critical care, NICU, operating room, emergency; home care, clinics, teaching, research, rehabilitation and diagnostic clinics and sleep-disorder laboratories, medical equipment sales and services and chronic disease and primary care networks.	Diploma or Bachelor's	√	√
Speech–Language Pathologists (SLPs)	Engaged in prevention, identification, assessment, treatment, counseling, research into, management of and education about communication and swallowing disorders.	Work in hospitals, rehabilitation centres, mental health facilities, community health centres, nursing homes, child-care facilities, early intervention programs, schools, universities, research facilities, private and group homes and private practice.	Master's	√	√

¹Internship or clinical practicum; ²For non-regulated professions, the national exam is not necessarily a requirement to work/practice in Canada; however, could be an employer requirement; √Indicates that an internship/clinical practicum and a national exam exist and are required in most provinces/territories. Source: Health Personnel Database, Canadian Institute for Health Information

Appendix B – Curriculum Map

PROGRAM CURRICULUM MAP - Bachelor of Science (Honours), Major in Health Science

PROGRAM COURSES WITH COURSE LEARNING OUTCOMES	PROGRAM LEARNING OUTCOMES															
	PLO#1	PLO#2	PLO#3	PLO#4	PLO#5	PLO#6	PLO#7	PLO#8	PLO#9	PLO#10	PLO#11	PLO#12	PLO#13	PLO#14	PLO#15	PLO#16
Examine fundamental biological concepts, processes, and systems of the human body, including the structure, function, and properties of the molecules of life, cells, tissues, and organ systems in relation to homeostasis and health.	I															
Examine fundamental concepts, processes, and systems of chemistry, including matter and chemical bonding; quantities in chemical reactions; motion and solubility; acids and bases; as well as nomenclature, structure, and properties of organic		I														
Examine fundamental concepts, processes and systems of physics, including classical mechanics (Law of Motion), electromagnetism, relativity, and thermodynamics.			I													
Solve numeric problems and interpret data related to health sciences using mathematical concepts, including algebra, basic probability, descriptive statistics, inferential statistics, and multiple variable analysis.				I												
Apply health science language and terminology appropriately to communicate clearly, concisely, and correctly in written, spoken, and visual forms.					I											
Investigate health sciences and science-related questions, problems, and evidence using the scientific method and evidence-based approaches.						I										
Develop an awareness of the different components of health science and their inter-relationships.							I									
Develop a critical understanding of health issues.								I								
Assess how health information is presented, interpreted, and applied.									I							
Develop critical knowledge of health information and technologies.										I						
Develop facility with the research techniques appropriate to effectively explore health information.											I					
Internalize an efficient approach to being well-informed about health information and issues.												I				
Critically analyze health issues by applying current knowledge and perspectives to a range of health questions.													I			
Execute capacity to foster human health based on an understanding of current knowledge, techniques, and innovative thinking.														I		
Apply understanding of health issues by seeking solutions through various such as research, experiential engagement, and innovation.															I	
Prepare a personal strategy and plan for academic, career, and professional development in health science or related field.																I
For each CLO, the PLO# it satisfies are indicated, and at which level. The three levels are: Introduced [I]; Course learning outcomes that concentrate on knowledge or skills related to the program outcomes at a basic level or skills at an entry-level of complexity. Developing [D]; Course level outcomes that demonstrate learning at an increasing level of proficiency of the program level outcome as well expanding complexity. Advanced [A]; Course level outcomes that demonstrate learning related to the program level outcome with an increasing level of independence, expertise and sophistication or integrate the use of content or skills in multiple levels of complexity.																
Year 1																
BIO1 1110 Introductory Biology I																
Describe the current system of biological taxonomy and explain why it is changing.	I															
Describe the key features of major groups of organisms.	I															
Explain how organisms have evolved by natural selection.	I															
Describe and explain nutrient cycling and energy flow in ecosystems.	I	I														
Recognize and differentiate a range of interspecific interactions in communities.	I															
Relate the structure of plant tissues to their functions.	I															
Compare and contrast a range of morphological and physiological systems in selected organisms.	I															
Carry out basic laboratory procedures, including the use of compound and dissecting microscopes, preparation of material for observation with a microscope, and construction of biological drawings.											I				I	
Apply the scientific method to conduct and report on experimental investigations.						I					I					
Cooperate with group members to complete tasks in a shared learning environment.																
BIO1 1210 Introductory Biology II																
Compare and contrast the processes of mitosis and meiosis and explain the role of these processes in living organisms.	I															
Explain basic concepts and patterns of Mendelian and non-Mendelian inheritance.	I															
Apply concepts of inheritance to solve genetics problems.	I				I											
Describe the structure and functions of the major classes of biological molecules (carbohydrates, lipids, proteins, nucleic acids).	I	I														
Apply the concepts of fitness, mutations, adaptation and speciation to explain how organisms evolve by natural selection.	I															
Relate the structure of cells and their organelles to their functions.	I															
Explain biological processes associated with cell organelles and discuss their significance.	I															
Compare and contrast patterns and mechanisms of embryological development in animals and plants and discuss the significance of different stages.	I															
Demonstrate competence in conducting a range of laboratory procedures, including the use of compound and dissecting microscope, preparation of materials for observation with a microscope, and construction of biological drawings.											I				I	
Apply research skills to gather relevant information and integrate with existing knowledge.						I					I				I	
Apply the scientific method to conduct and report on experimental investigations.							I				I				I	
CHEM 1110 The Structure of Matter																
Solve a variety of stoichiometric and gas law problems.		I														
Solve problems based on the Bohr model of the atom, other 1-electron atomic systems and the photoelectric effect.																
Use quantum theory to discuss orbital shapes, energies and electron configurations of atoms and ions.		I														
Describe and explain trends in atomic and ionic radii, ionization energies, electron affinities, and electronegativities with reference to the Periodic Table of Elements.		I														
Describe ionic and covalent bonding and explain trends in physical properties based on type of bonding.	I	I														
Use Lewis structures and resonance to describe bonding and Valence Shell Electron Pair Repulsion (VSEPR) theory to predict shapes of covalent species.		I														
Use Valence Bond Theory and Molecular Orbital Theory to rationalize shapes, stabilities and magnetic properties of covalent species.		I														
Describe the different intermolecular forces and explain effects of intermolecular forces on physical properties of covalent compounds.	I	I														
Name a variety of organic compounds containing different functional groups.	I	I														
Describe and illustrate different types of isomerism possible in organic compounds.	I	I														
Predict the products of simple reactions involving organic compounds.	I	I														
Discuss the common types of radioactivity and their uses.		I														
Solve problems based on the rates of radioactive decay, binding energies of nuclei and energy associated with nuclear reactions.		I														
CHEM 1210 Chemical Energetics and Dynamics																
Solve problems in electrochemistry, chemical kinetics, thermodynamics, equilibria involving gases, acids and bases, ionic compounds, liquids and solids, solutions.		I														
Write reports based on observations and data obtained in the laboratory for each of the experiments performed.						I										
Perform lab techniques learned throughout the semester by successfully performing experiments as well as a final practical lab exam.											I					
ENGL 1100 Introduction to University Writing																
Read, annotate, and summarize a variety of academic and non-academic works.												I				
Understand audience, purpose, and occasion.													I			
Analyze and evaluate structure, logic, style, and evidence.																
Explore and refine ideas through discussion and debate.																
Think and respond critically to a broad range of texts and cultural products.																
Engage in a writing process that includes brainstorming, outlining, drafting, and revising strategies to produce university-level writing.																
Apply principles of unity, development, and coherence in writing.																
Produce clear, grammatical, and logical written work independently.																
Write essays that assert and support clear thesis statements.																
Research and assess secondary-source material using university-level methods and resources.									I			I				
Integrate sources effectively into written work using quotation, paraphrase, and summary.																
Document source material and format essays using MLA and/or APA citation methods to uphold the principles of academic integrity.																
Recognize and correct errors in their own writing.																
HSCI 1115 Introduction to Health Science																
Describe the Canadian health system including historical developments, current structure (e.g., financing, delivery), strengths and weaknesses, and future trends.					I		I	I			I			I		
Discuss concepts of health science from a range of perspectives including clinical, cultural, environmental, political, socioeconomic, and global.						I	I	I	I		I			I		
Relate the determinants of health to both individual and population health.	I					I	I	I			I			I		I
Define the core terminology and strategies used to measure health.	I	I			I		I	I			I			I		I
Discuss theories and interventions designed to promote health behaviour change.															I	I
Explain how common health behaviours contribute to infectious and chronic diseases.	I										I			I		

PROGRAM COURSES WITH COURSE LEARNING OUTCOMES	PROGRAM LEARNING OUTCOMES															
	PLO#1 Explain fundamental biological concepts, processes, and systems of the human body, including the structure, function, and properties of the molecules of life, cells, tissues, and organ systems in relation to homeostasis and health.	PLO#2 Examine fundamental concepts, processes, and systems of chemistry, including matter and chemical bonding; quantities in chemical reactions; solutions and solubility; acids and bases; as well as nomenclature, structure, and properties of atoms.	PLO#3 Examine fundamental concepts, processes and systems of physics, including classical mechanics (Laws of Motion), electromagnetism, relativity, and thermodynamics.	PLO#4 Solve numeric problems and interpret data related to health sciences using mathematical concepts, including algebra, basic probability, descriptive statistics, inferential statistics, and multiple variable analysis.	PLO#5 Apply health science language and terminology appropriately to communicate clearly and correctly in written, spoken, and visual forms.	PLO#6 Investigate health sciences and science-related questions, problems, and evidence using the scientific method and evidence-based approaches.	PLO#7 Develop an awareness of the different components of health science and their inter-relationships.	PLO#8 Develop a critical understanding of health issues.	PLO#9 Assess how health information is presented, interpreted, and applied.	PLO#10 Develop critical knowledge of health information and technologies.	PLO#11 Develop facility with the research techniques appropriate to effectively explore health information.	PLO#12 Internalize an efficient approach to being well-informed about health information and issues.	PLO#13 Critically analyse health issues by applying current knowledge and perspectives to a range of health questions.	PLO#14 Execute capacity to foster human health based on an understanding of current knowledge, techniques, and innovative thinking.	PLO#15 Apply understanding of health issues by seeking solutions through various such as research, experiential engagement, and innovation.	PLO#16 Prepare a personal strategy and plan for academic, career, and professional development in health science or related field.
Describe the chemistry of fats, carbohydrates and proteins as further examples of the chemistry of the functional groups already studied	D	D														
PHYS 1101 Physics for Life Sciences I																
Explain the concepts of vectors and their use in mechanics problems	I		I													
Apply Newton's laws of motion to point particles as well as extended objects	I		I													
Apply the concept of work and energy to mechanics problems	I		I													
Apply the conservation laws to systems of particles	I		I													
Explain the basic concepts in simple harmonic motion, waves, sound, fluids and heat	I		I													
Use computers in the laboratory for the collection and analysis of data and in the presentation of results	I		I	D	I						I					
SOO 2280 Sociology of Health, Disability, and Society																
Explain health, disability, and medicine from sociological and interdisciplinary perspectives						D	D	D	D			D	D			
Explain and evaluate various models of health, healthcare, and healthcare delivery						D	D	D	D			D	D			
Trace the social history, construction, and rise in power of biomedical medicine						D	D	D	D			D	D			
Identify and explain the primary determinants of health, wellness, and disability						D	D	D	D			D	D			
Explain the relationship between social structure and health						D	D	D	D			D	D			
Explain the relationship between social support and health						D	D	D	D			D	D			
Identify the roles of healthcare practitioners and service providers						D	D	D	D			D	D			
Analyze the institutional context of health, wellness, and disability						D	D	D	D			D	D			
Compare different contexts of healthcare delivery						D	D	D	D			D	D			
Analyze current health issues						D	D	D	D			D	D			
Elective At the 1100 level or higher																
Select one of the following:																
ANTH 1100 Social & Cultural Anthropology																
Explain the concept of culture												I				
Recognize and describe cross-cultural diversity												I				
Interpret the interrelationships among culture, society, and the individual												I				
Apply the concepts of social and cultural anthropology to ethnographic case studies												I				
Describe and analyze the research methods used by cultural anthropologists, including participant-observation, ethnographic research and advocacy as associated with applied anthropology											I					
Understand the impact of globalization on local cultures												I				
Identify and explain terms, concepts and phenomena important to the study of anthropology, including ethnocentrism and critical cultural relativism												I				
Identify quantitative and qualitative approaches in anthropological research											I					
Attend to, and critically engage with, the perspectives of others											I					
Present and defend well-organized arguments												I				
Distinguish anthropology from other disciplines												I				
Develop an informed and critical understanding of the history and context of contemporary indigenous cultures in Canada												I				
Develop an informed and critical understanding of human cultural diversity												I				
Attend to intercultural communication and skills related to its development												I				
ENVI 2305 Environmental Toxicology																
Explain some of the common biological mechanisms negatively impacted by environmental contaminants	D	D														
Recognize the variety of toxic impacts that environmental contaminants have on organisms and ecosystems	D					D	D		D	D	D					
Describe the common tests used to measure toxicity, including field and laboratory procedures.						D	D		D	D	D					
Evaluate data obtained from common toxicological tests				D		D	D		D	D	D					
Identify common various issues related to toxicology, such as legislative and ethical considerations.						D	D		D	D	D		D			
PSYC 1100 Introduction to Psychology: Basic Processes																
Read and critically evaluate current peer-reviewed research in the field of psychology						I										
Describe basic psychological processes such as perception, attention, learning and memory	I															
Apply rudimentary research and statistical methods to describe and interpret research Write clearly and concisely about psychological concepts				I		I					I					
Identify how basic psychological processes have contributed to the oppression of Indigenous peoples' and other marginalized groups												I				
Use critical thinking skills through discussion and analysis of psychological issues												I				
PHYS 1102 Physics for Life Sciences II																
Explain the concepts of currents, charges and electric fields in electrostatic and circuit problems	I		I													
Explain the concepts involving moving charges in magnetic fields	I		I													
Solve simple problems in finding magnetic fields produced by moving charges	I		I													
Explain electromagnetic induction	I		I													
Solve both geometric and physical optics problems			I			I										
Explain some of the basic concepts of nuclear physics and radioactivity						I										
Use computers in the laboratory for the collection and analysis of data and in the presentation of results	I		I	D												
Discuss applications of course topics to the life sciences			I								I					
PHIL 1145 Critical Thinking																
Define and distinguish different types of arguments												I				
Identify premises and conclusions found in argumentative writing												I				
Evaluate the strength of arguments found in a variety of contexts												I				
Construct clear and directed objections to weak arguments												I				
Identify the use of rhetorical devices												I				
Recognize ambiguity, vagueness, and the use of jargon in writing												I				
Recognize common errors in reasoning												I				
Present strong, well-organized arguments both written and oral												I				
Year 2																
BIOI 2330 Microbiology																
Describe the historical contributions of key scientists in the field of microbiology																
Contrast between prokaryotic microorganisms, eukaryotic microorganisms and acellular entities studied by microbiologists in terms of structure, biological role and taxonomy	D															
Describe the nutritional requirements and uptake mechanisms of bacteria	D															
Illustrate the effect of various environmental factors on microbial growth	D		D													
Classify physical and chemical methods of microbial control	D															
Recall the effects of chemotherapeutic agents on bacteria and how bacteria may develop resistance against such agents	D					D	D									
Illustrate mechanisms of genetic variation	D															
Summarize the key steps in the success of a bacterial pathogen and the host's response to pathogens	D					D	D									
Perform standard microbiological procedures using aseptic technique						D	D			D	D				D	
Communicate a knowledge and understanding of current topics in the field of microbiology	D					D	D		D			D				
BIOI 3130 Foundations of Human Anatomy & Physiology																
Acquire knowledge of anatomical and histological procedures, language, concepts and principles for study of complex human organ systems	D					D	D			D	D					
Develop microscope and biological drawing skills									D	D	D					
Outline the key physiological and anatomical aspects of the nervous and endocrine system directly related to homeostatic mechanisms	D					D	D			D	D					
Use microscopic techniques to identify histologic characteristics and correlate the characteristics with functional properties of the tissue						D	D		D					D		
Analyze and explain how bone, joint, and motor units interact to produce movement at synovial joints	D					D	D			D	D					
Analyze the relationship between the histological characteristics of the immune system and the physiology of the immune system	D					D	D									
Select and perform appropriate anatomical image & dissection techniques and models in the lab environment to analyze organ structure and function and correlate with medical images	D					D	D		D	D	D					
Use observation and documentation skills to record histological characteristics of muscle, skin, bones, joints, and components of the immune system from microscope slides	D					D	D		D	D	D					
Use data acquisition software to collect and analyze physiological data		D				D	D		D	D	D					
BIOI 3180 Life Science Research Methods																
Write scientifically by synthesizing ideas and citing existing peer-reviewed literature					A	A			A		A					
Use iterative revision to prepare multiple drafts of scientific writing, incorporating feedback from the instructor and peers					A	A			A		A					
Critique scientific writing and provide constructive feedback to peers					A	A			A		A		A			
Write reports using lay or scientific language, depending on the audience					A	A			A		A		A			
Research topics in the biological and health sciences, using appropriate resources	A				A	A		A	A		A		A		A	
Incorporate the appropriate sampling, measurement, data collection and data analysis strategies into a research design				A					A		A		A			
Interpret and design quantitative, qualitative and mixed-method studies					A	A			A		A					
Design studies wherein participant inclusion, research design and research ethics conform to contemporary professional expectations	A				A	A		A	A		A			A	A	
Analyze and critique quantitative, qualitative and mixed-method studies	A			A	A	A		A	A		A		A			
BIOI 3321 Advanced Cell and Molecular Biology																
Describe transcriptional and posttranscriptional control of gene expression in Bacteria and in Eukaryotes	A															
Discuss signal transduction and G-protein coupled receptors	A															
Give examples of signalling pathways that control gene expression	A															
Outline the signalling pathways associated with cell migration	A															
Discuss the regulation of the cell cycle, with emphasis on G0 and G1	A															
Explain the signalling relationship between cells	A															
Explain the signalling relationship between cells and the extracellular matrix	A															
Differentiate between embryonic and adult stem cells	A															
Describe signalling pathways that result in cell differentiation	A															
Summarize the mechanisms involved in cell death	A															
Differentiate between humoral and cell-mediated immunity	A					A	A									
Discuss the Major Histocompatibility Complex (MHC) and antigen presentation	A					A	A									
Describe cell signalling in T cell and B cell activation	A					A	A									
Differentiate between tumour cells and healthy cells	A					A	A									
Discuss the aberrations in signalling pathways associated with cancer	A					A	A									
Interpret and evaluate current literature in the area of cell signalling	A					A	A		A		A		A			
Use advanced laboratory techniques to design and carry out investigations in the area of cell biology									A	A	A		A		A	
BIOI 4230 Human Gastrointestinal, Excretory, and Reproductive Systems										A					A	
Construct an outline of the anatomical characteristics of the gastrointestinal, excretory and reproductive systems, including regional anatomy and specializations of organ/tissue anatomy and histology	A					A	A									
Use histological concepts and knowledge of tissue types to develop descriptions of organ and organ system functions and physiology	A					A	A									
Build physiological descriptions of each organ and cell type that relate structure to function and homeostatic mechanisms to appropriate organs and cell activity	A					A	A									
Apply concepts of cell signalling, cell signal transduction, electrophysiology and negative feedback to assess and explain specialized, appropriate functions of cells and tissues	A					A	A									
Study the maternal, embryonic, and newborn structural and physiological changes associated with perinatal development	A					A	A									
Communicate scientific information in appropriate formats						A	A		A							
MATH 2305 Statistics for Life Sciences																
Summarize data using appropriate tables, summary statistics and plots				D							D					
Interpret and use descriptive statistics				D					D		D					
Work with and apply elementary probability theory				D					D		D					
Apply discrete and continuous random variables and probability distributions				D					D		D					

Appendix C – Alumni Survey Tabular Results and Comments

Health Science Program Review - Alumni Survey Results

The alumni survey was sent to 77 Health Science alumni. A total of 20 alumni responded. The response rate is 26%.

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.

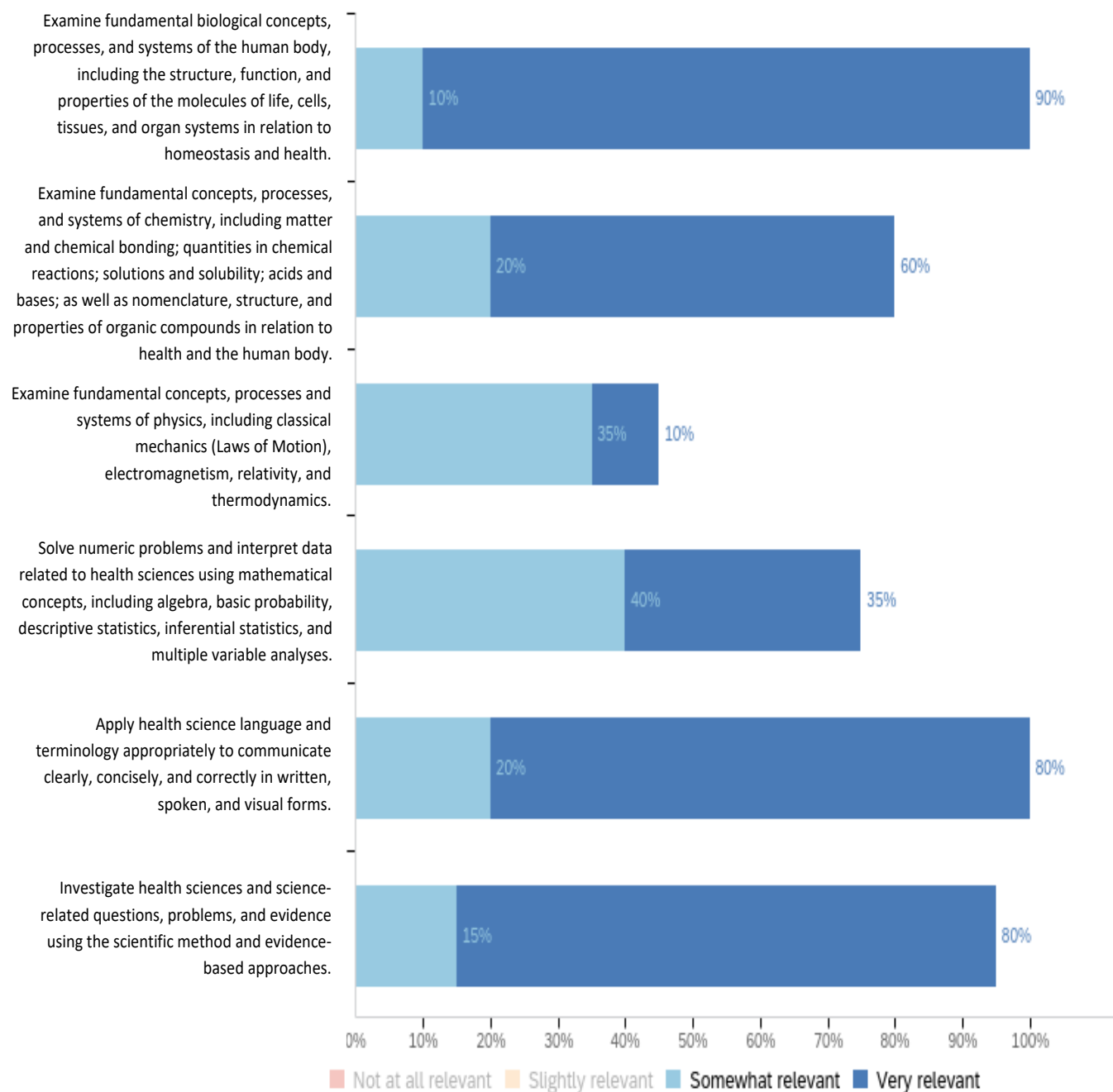
1. What is the highest credential you have earned in KPU's Health Science degree program?

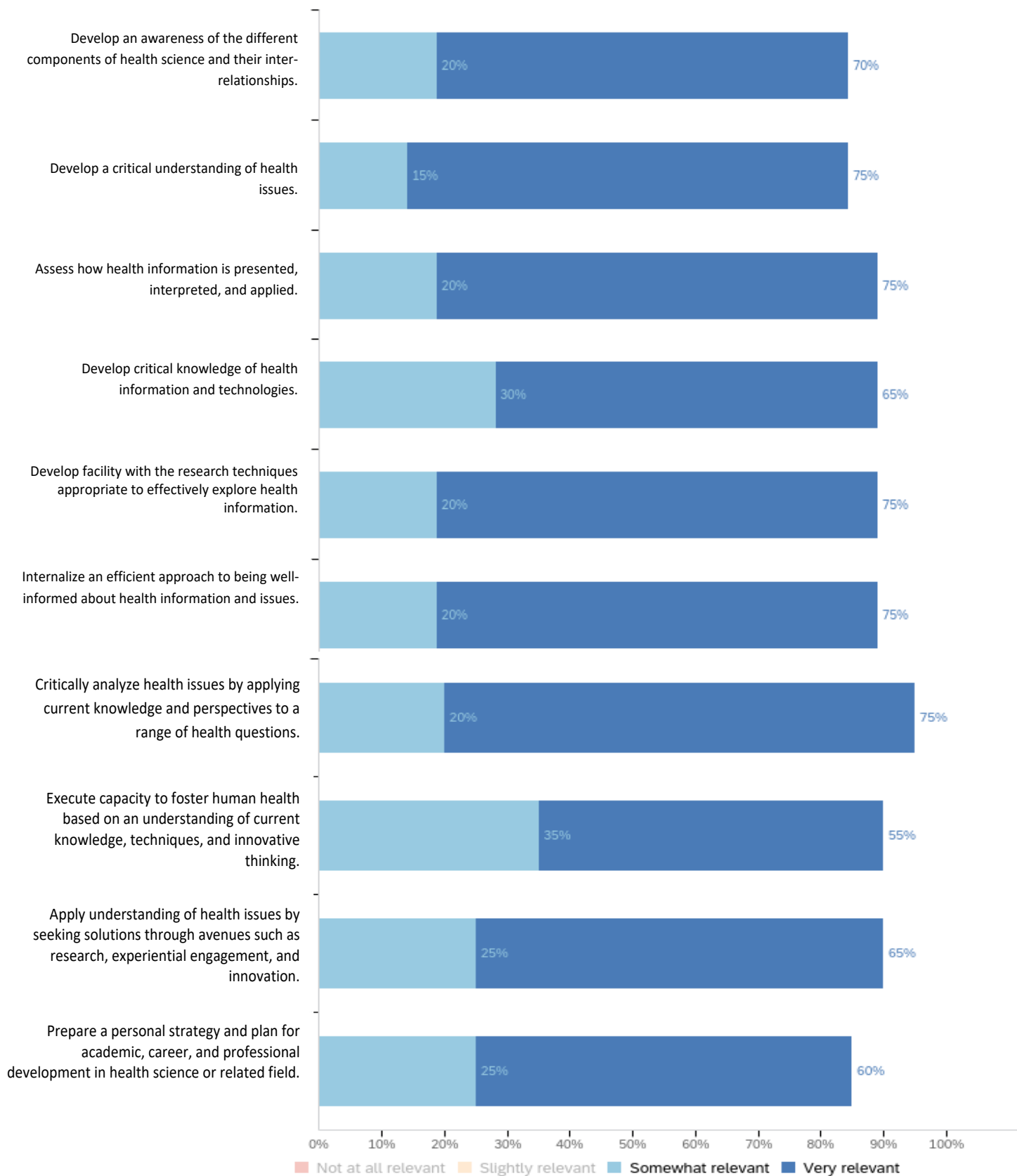
#	What is the highest credential you have earned in KPU's Health Science degree program?	Percentage
1	Bachelor of Science (Honours), Major in Health Science	30%
2	Bachelor of Science, Major in Health Science	70%
3	Minor in Health Science	0%
	Total number of respondents	20

2. When did you complete this credential?

#	When did you complete this credential?	Percentage
1	2024	20%
2	2023	45%
3	2022	15%
4	2021	10%
5	2020	5%
6	2019	0%
7	2018	5%
	Total number of respondents	20

3. 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.

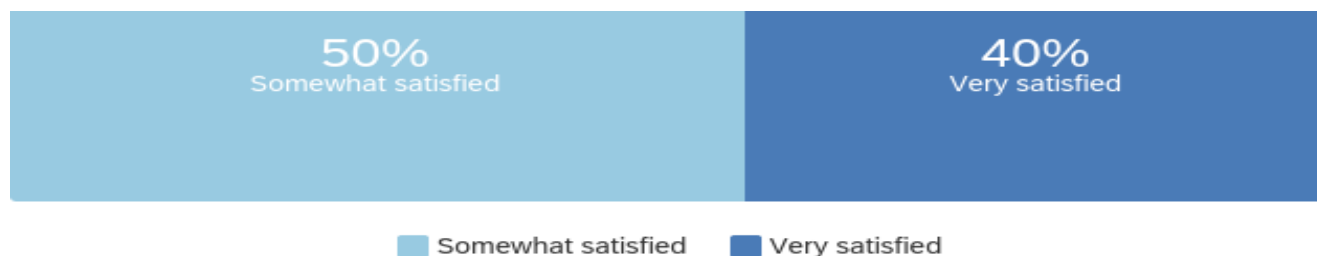




Note that “not at all relevant” and “slightly relevant” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all relevant” and “slightly relevant” categories.

#	Question	Not at all relevant	Slightly relevant	Somewhat relevant	Very relevant	Total
1	Examine fundamental biological concepts, processes, and systems of the human body, including the structure, function, and properties of the molecules of life, cells, tissues, and organ systems in relation to homeostasis and health.	0%	0%	10%	90%	20
2	Examine fundamental concepts, processes, and systems of chemistry, including matter and chemical bonding; quantities in chemical reactions; solutions and solubility; acids and bases; as well as nomenclature, structure, and properties of organic compounds in relation to health and the human body.	5%	15%	20%	60%	20
3	Examine fundamental concepts, processes and systems of physics, including classical mechanics (Laws of Motion), electromagnetism, relativity, and thermodynamics.	15%	40%	35%	10%	20
4	Solve numeric problems and interpret data related to health sciences using mathematical concepts, including algebra, basic probability, descriptive statistics, inferential statistics, and multiple variable analyses.	0%	25%	40%	35%	20
5	Apply health science language and terminology appropriately to communicate clearly, concisely, and correctly in written, spoken, and visual forms.	0%	0%	20%	80%	20
6	Investigate health sciences and science-related questions, problems, and evidence using the scientific method and evidence-based approaches.	0%	5%	15%	80%	20
7	Develop an awareness of the different components of health science and their inter-relationships.	0%	10%	20%	70%	20
8	Develop a critical understanding of health issues.	0%	10%	15%	75%	20
9	Assess how health information is presented, interpreted, and applied.	0%	5%	20%	75%	20
10	Develop critical knowledge of health information and technologies.	0%	5%	30%	65%	20
11	Develop facility with the research techniques appropriate to effectively explore health information.	0%	5%	20%	75%	20
12	Internalize an efficient approach to being well-informed about health information and issues.	0%	5%	20%	75%	20
13	Critically analyze health issues by applying current knowledge and perspectives to a range of health questions.	0%	5%	20%	75%	20
14	Execute capacity to foster human health based on an understanding of current knowledge, techniques, and innovative thinking.	0%	10%	35%	55%	20
15	Apply understanding of health issues by seeking solutions through avenues such as research, experiential engagement, and innovation.	0%	10%	25%	65%	20
16	Prepare a personal strategy and plan for academic, career, and professional development in health science or related field.	5%	10%	25%	60%	20

4. The program curriculum is the academic content taught in a specific program. Overall, how satisfied are you with the curriculum of KPU's Health Science degree 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 Health Science degree program?	Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	5%
3	Neither satisfied nor dissatisfied	5%
4	Somewhat satisfied	50%
5	Very satisfied	40%
	Total number of respondents	20

5. Thinking of KPU's Health Science degree program's curriculum as a whole, please indicate the strengths of the program.

- hands on experience with labs - small classroom size - approachable instructors

Significant lab components including the possibility of doing the thesis project, which I believe was a key experience in helping me decide my career trajectory. Breadth of topics covered - I do appreciate the sociological and policy-based portions of the degree program.

-Transferability to other institution is great. - Prepares you for higher education.

The program, when I attended, had a good diversity of classes. I found the professors more often available when time outside class was needed. Concerning my career goals, the program was quite helpful.

It equips the student with the knowledge that is viable for the health field. The degree covers a broad range of subjects that I find helpful for further education.

Smaller classroom size allows for connection with peers and instructors

Courses that were given were relevant to my career goal of working in the field of medicine, many of the courses had labs which gave the students opportunities to practice hands-on skills

a lot of knowledge and focus on human anatomy; biochemistry knowledge applicable in my another degree now

Good preparation for pharmacy school, cannot say about the appropriateness of other advanced health professions

exposure to many biology courses, having a strong foundation in biology and chemistry, conducting discussions with teachers and other students about current issues in healthcare such as the healthcare provider shortage. the Special Topics course is also a highlight of the program

One of the strengths of the program is how comprehensive it is when it comes to learning about Science. You go through the basics in Biology, Chemistry, Physics, and Mathematics, and this gives you a great foundation and knowledge.

Strength wise I feel like the program gives students a very well-rounded view of the field of health science. From policy to research and real-world applications. Most health science courses did a great job relating class material to real world.

A variety of elective courses to choose from

6. Thinking of KPU's Health Science degree program's curriculum as a whole, please provide any suggestions you have for improvement.

- offer courses throughout the year (not semester-based)

More focus on contemporary methods and approaches, perhaps in the form of journal club as part of a course. Would help keep discussion of some of the topics more up-to-date.

Physics is a great for foundational knowledge but not so much for progression especially if the student does not require it for higher education.

For the students who are invested in the Biological Sciences, the program was great. I think more business-related options (Healthcare administration, sector management within a hospital or government entity) would be highly beneficial to those who are not expecting to go into graduate programs or spend their futures in a laboratory setting.

I'm not too sure where [Course Name Redacted] would be helpful in the field. Moreover, a class or a workshop that provides future career options or goals would help such as answering the question, "What job can I apply for with this degree?". I find that Health Science is not as known in the health field, and the degree feels more like a base needed for continuing studies or graduate studies.

Not enough classes offered in a timely manner, not a variety of courses offered. Very fixed schedule

Wish there were more opportunities like health related seminars or conferences, or field trips in health/research related facilities. Also if the electives are made available ahead of time (especially if the courses were being alternated with other ones like for example with pathology, nutrition, etc..)

The biggest problem I had that delayed my graduation was too small of class sizes. I had to take a lab section later as there weren't enough for 2 sections but too many for 1

not sure if this is what the question is asking, but would appreciate more opportunities for integrating and putting into practice things students have learned, more opportunities for students to transfer theory to real life/impacts in the community

I wish there were more health science classes that were offered. Looking at between this program and the Biology program, there weren't that many differences in the courses. I hoped that it was more public health and life sciences focused instead of being more Biology/Science heavy. I took around 8 health science courses, which I think should be more, considering I chose this program instead of Biology.

I believe more focus on stats would benefit students. Specifically looking at literature and discussing the types of statistics and models they used. I feel that now that I am trying to perform analysis in my day-to-day job, I know the tools available but not when I might apply them.

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

N/A

Lacking in teaching statistical analysis in the context of health science, which is critical skill to have. We cover some of it in [Course Name Redacted] but I think there needs to be a dedicated course for those that are interested in pursuing this topic as part of their upper-year electives.

Business relations for healthcare settings.

N/A

More about health programs, how health programs are created, health project

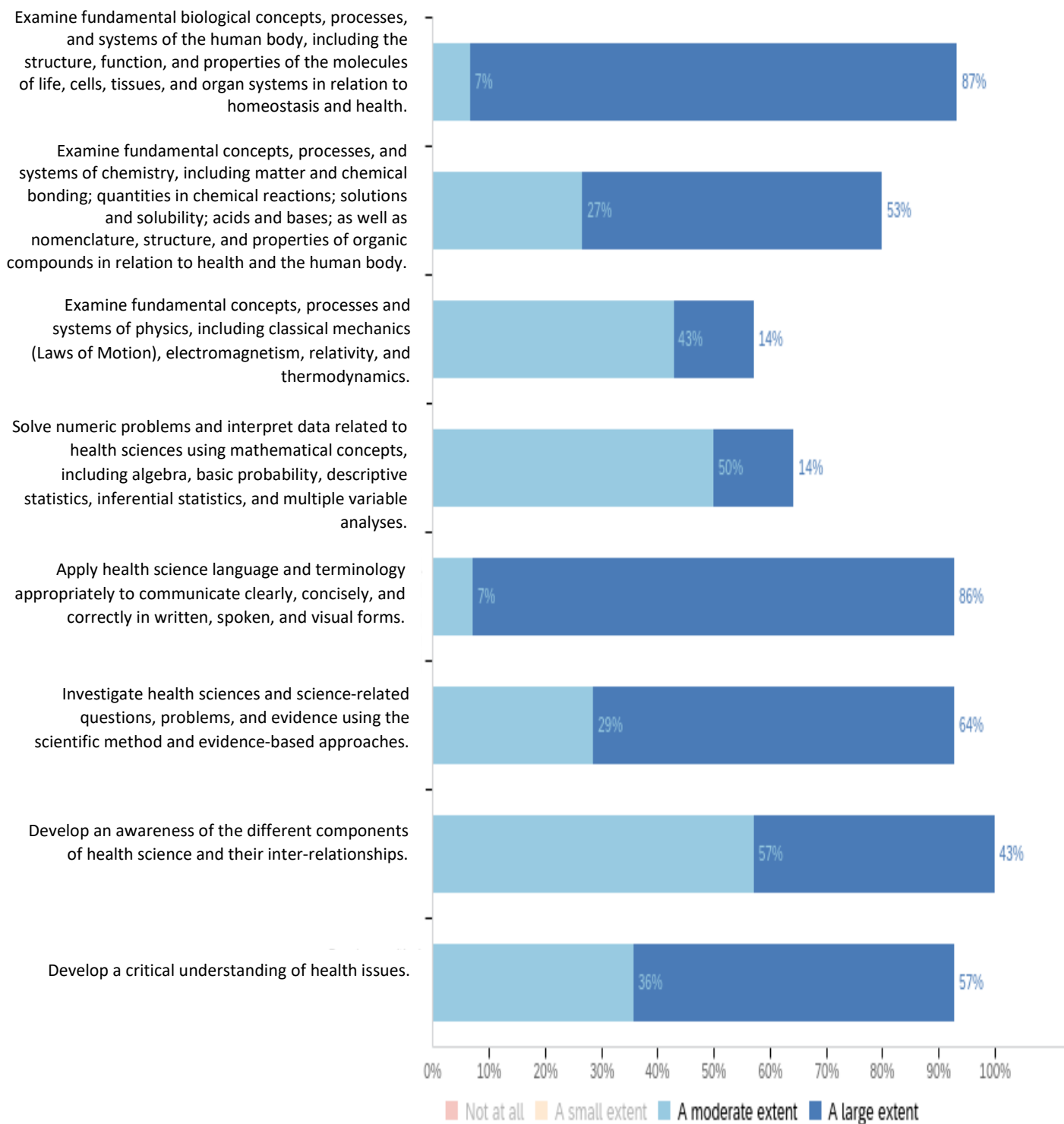
Immunology, medical genetics

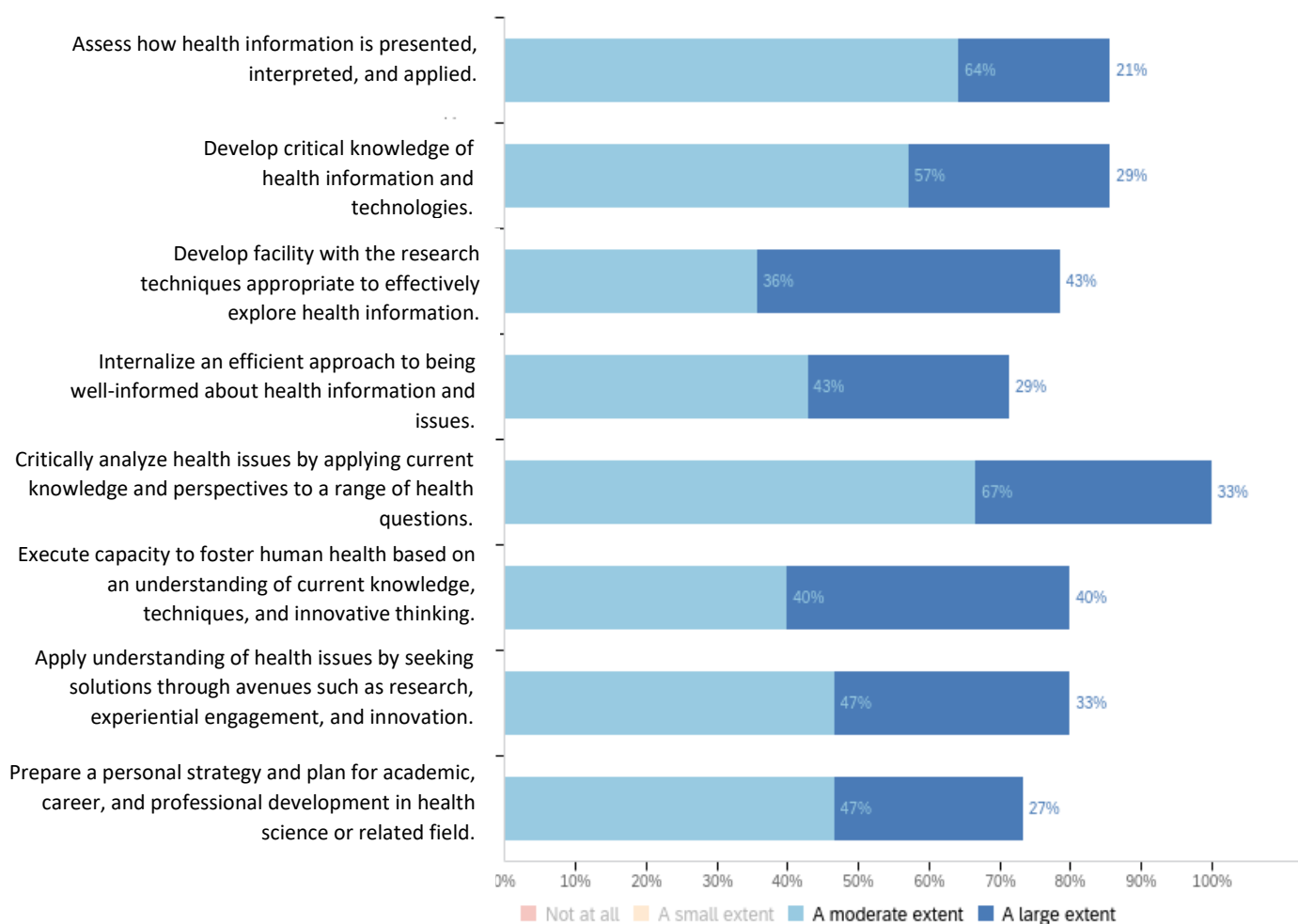
integration of LGBTQ+ voices and perspectives, disabled and neurodivergent voices and perspectives, and also Indigenous knowledge and wisdom. would have really benefited from that

More options for classes such as data analysis, biostatistics, health ethics, health systems, mental health and illnesses, infectious diseases, metabolic diseases, and in general, more public health courses. I wished we'd studied more in-depth these topics instead of cell biology and biochemistry.

I think a topic or course that should be heavily focused on is epigenetics. There is the molecular genetics course that has an epigenetics component, as well as the human genetics class. However, I feel that epigenetics is a large and complex topic that should have its own course. It also ties health science and biology together closely given that environmental factors are typically responsible for epigenetic alterations. Tying that environmental factor to human health and biological processes more would be a benefit as a 4th year course since it would tie a lot of previous course material together. Even if it was offered as a seminar with rotating instructors. You could have someone teach on epigenetic mechanisms, epigenetics in developmental biology, epigenetic mechanisms in response to nutrition/the gut microbiome, etc... And all of that would tie together developmental biology, molecular biology, biochemistry, and microbiology under the umbrella and understanding of health science and human health.

8. To what extent did KPU's Health Science degree program help you develop each of the following Program Learning Outcomes?



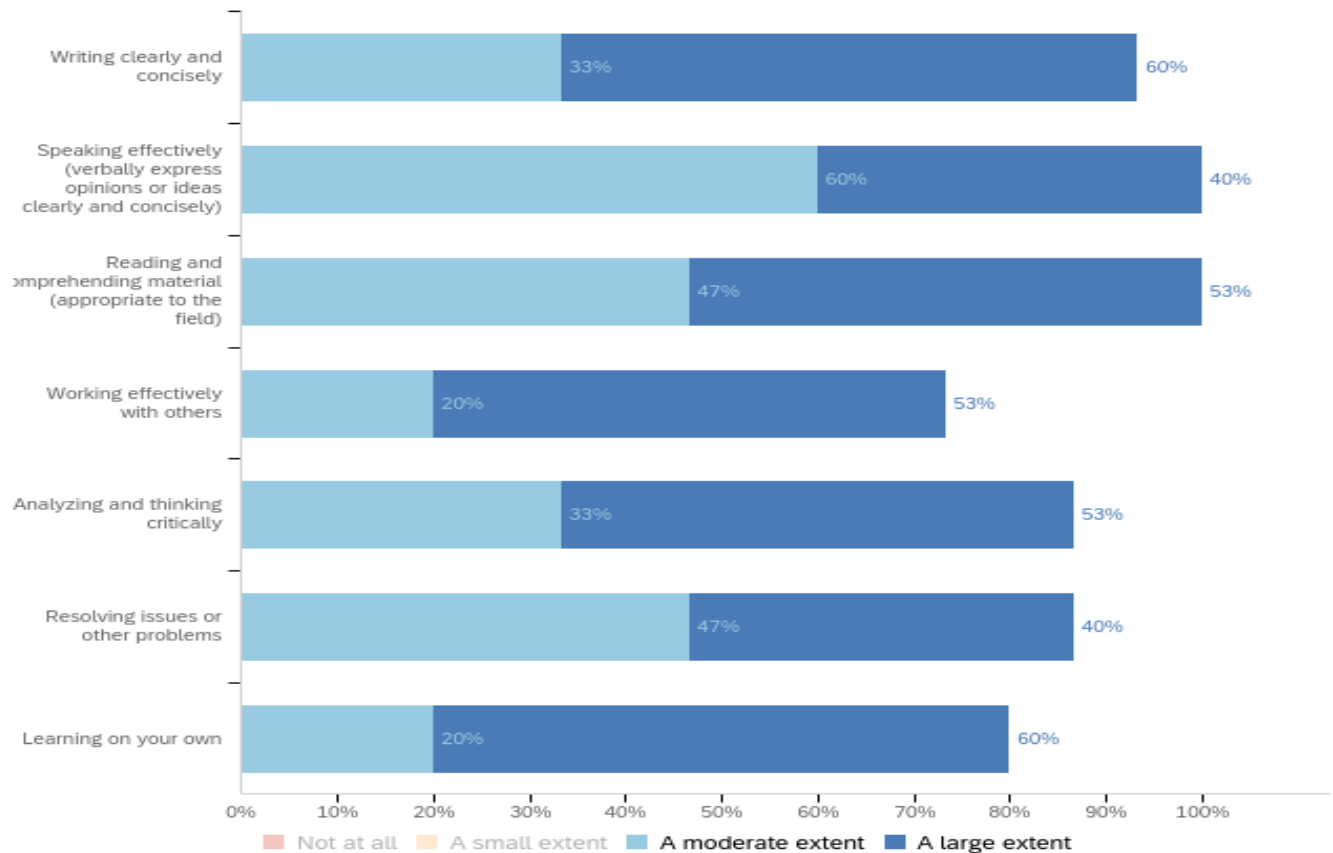


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Examine fundamental biological concepts, processes, and systems of the human body, including the structure, function, and properties of the molecules of life, cells, tissues, and organ systems in relation to homeostasis and health.	0%	7%	7%	87%	15
2	Examine fundamental concepts, processes, and systems of chemistry, including matter and chemical bonding; quantities in chemical reactions; solutions and solubility; acids and bases; as well as nomenclature, structure, and properties of organic compounds in relation to health and the human body.	0%	20%	27%	53%	15
3	Examine fundamental concepts, processes and systems of physics, including classical mechanics (Laws of Motion), electromagnetism, relativity, and thermodynamics.	7%	36%	43%	14%	14
4	Solve numeric problems and interpret data related to health sciences using mathematical concepts, including algebra, basic probability, descriptive statistics, inferential statistics, and multiple variable analyses.	0%	36%	50%	14%	14

5	Apply health science language and terminology appropriately to communicate clearly, concisely, and correctly in written, spoken, and visual forms.	0%	7%	7%	86%	14
6	Investigate health sciences and science-related questions, problems, and evidence using the scientific method and evidence-based approaches.	0%	7%	29%	64%	14
7	Develop an awareness of the different components of health science and their inter-relationships.	0%	0%	57%	43%	14
8	Develop a critical understanding of health issues.	0%	7%	36%	57%	14
9	Assess how health information is presented, interpreted, and applied.	0%	14%	64%	21%	14
10	Develop critical knowledge of health information and technologies.	0%	14%	57%	29%	14
11	Develop facility with the research techniques appropriate to effectively explore health information.	0%	21%	36%	43%	14
12	Internalize an efficient approach to being well-informed about health information and issues.	0%	29%	43%	29%	14
13	Critically analyze health issues by applying current knowledge and perspectives to a range of health questions.	0%	0%	67%	33%	15
14	Execute capacity to foster human health based on an understanding of current knowledge, techniques, and innovative thinking.	0%	20%	40%	40%	15
15	Apply understanding of health issues by seeking solutions through avenues such as research, experiential engagement, and innovation.	0%	20%	47%	33%	15
16	Prepare a personal strategy and plan for academic, career, and professional development in health science or related field.	0%	27%	47%	27%	15

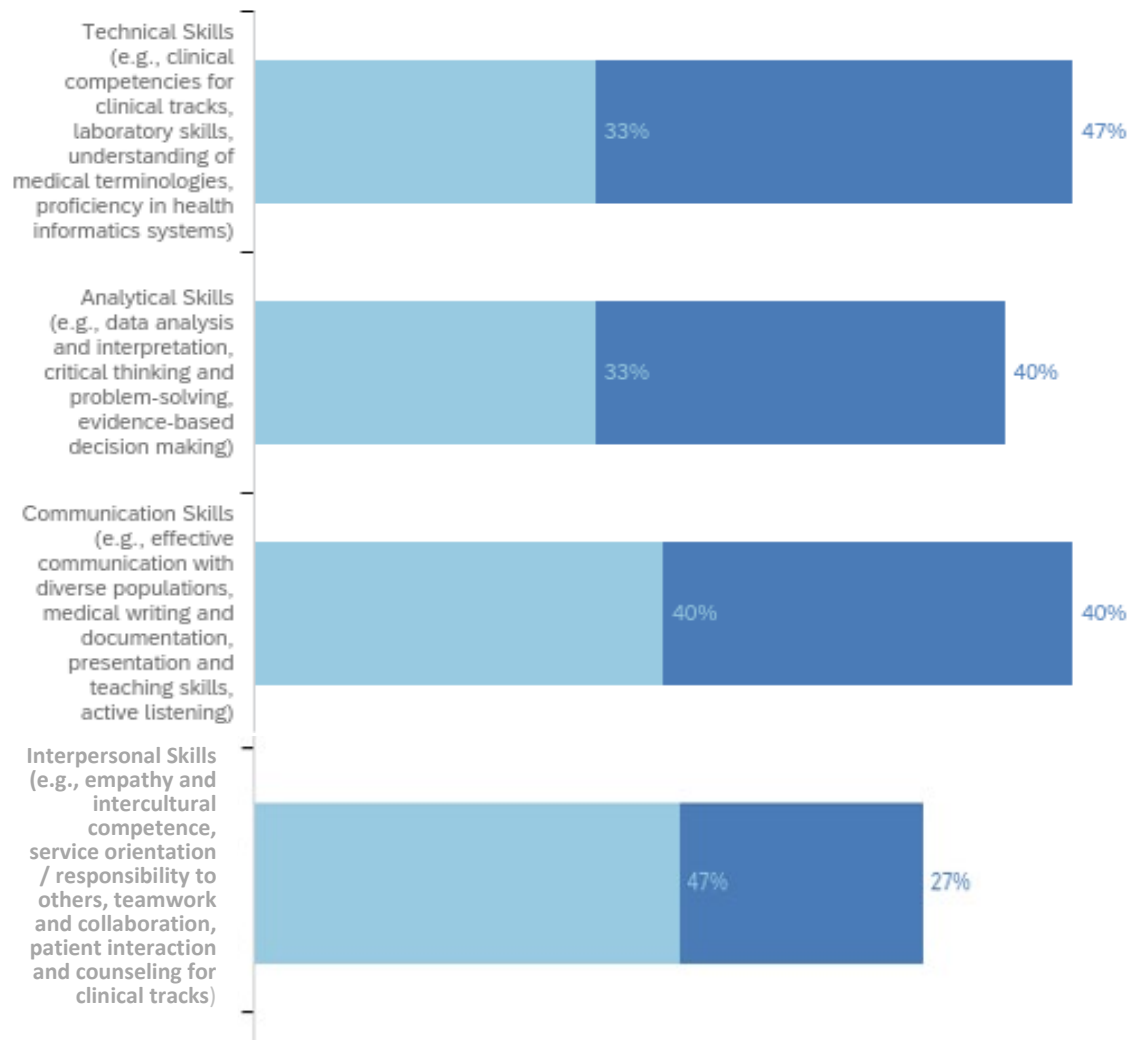
9. To what extent did KPU's Health Science degree program help you develop each of the following essential skills?

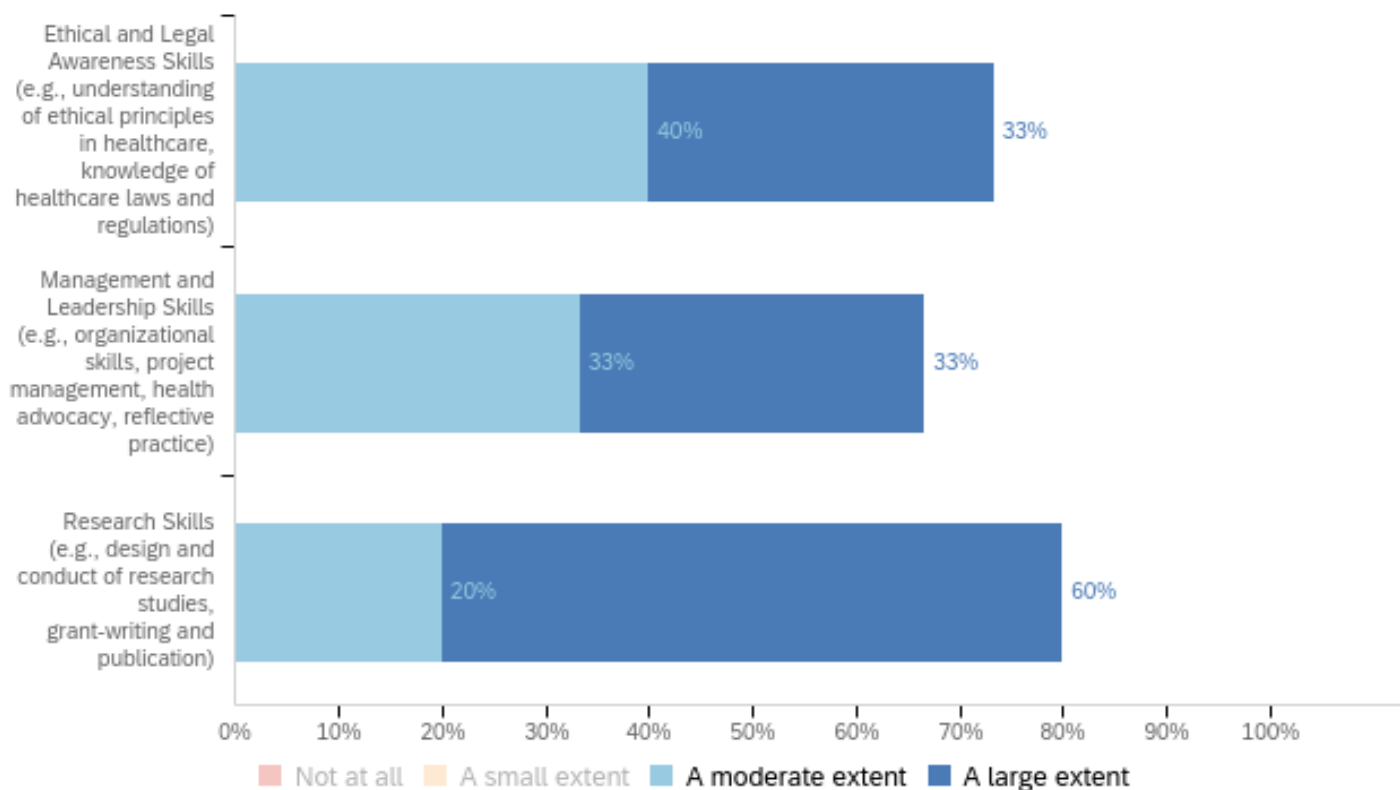


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Writing clearly and concisely	0%	7%	33%	60%	15
2	Speaking effectively (verbally express opinions or ideas clearly and concisely)	0%	0%	60%	40%	15
3	Reading and comprehending material (appropriate to the field)	0%	0%	47%	53%	15
4	Working effectively with others	0%	27%	20%	53%	15
5	Analyzing and thinking critically	0%	13%	33%	53%	15
6	Resolving issues or other problems	0%	13%	47%	40%	15
7	Learning on your own	0%	20%	20%	60%	15

10. To what extent did KPU's Health Science degree program help you develop each of the following program-specific 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	Technical Skills (e.g., clinical competencies for clinical tracks, laboratory skills, understanding of medical terminologies, proficiency in health informatics systems)	0%	20%	33%	47%	15
2	Analytical Skills (e.g., data analysis and interpretation, critical thinking and problem-solving, evidence-based decision making)	0%	27%	33%	40%	15
3	Communication Skills (e.g., effective communication with diverse populations, medical writing and documentation, presentation and teaching skills, active listening)	0%	20%	40%	40%	15
4	Interpersonal Skills (e.g., empathy and intercultural competence, service orientation / responsibility to others, teamwork and collaboration, patient interaction and counseling for clinical tracks)	0%	27%	47%	27%	15
5	Ethical and Legal Awareness Skills (e.g., understanding of ethical principles in healthcare, knowledge of healthcare laws and regulations)	0%	27%	40%	33%	15
6	Management and Leadership Skills (e.g., organizational skills, project management, health advocacy, reflective practice)	0%	33%	33%	33%	15
7	Research Skills (e.g., design and conduct of research studies, grant-writing and publication)	0%	20%	20%	60%	15

11.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.

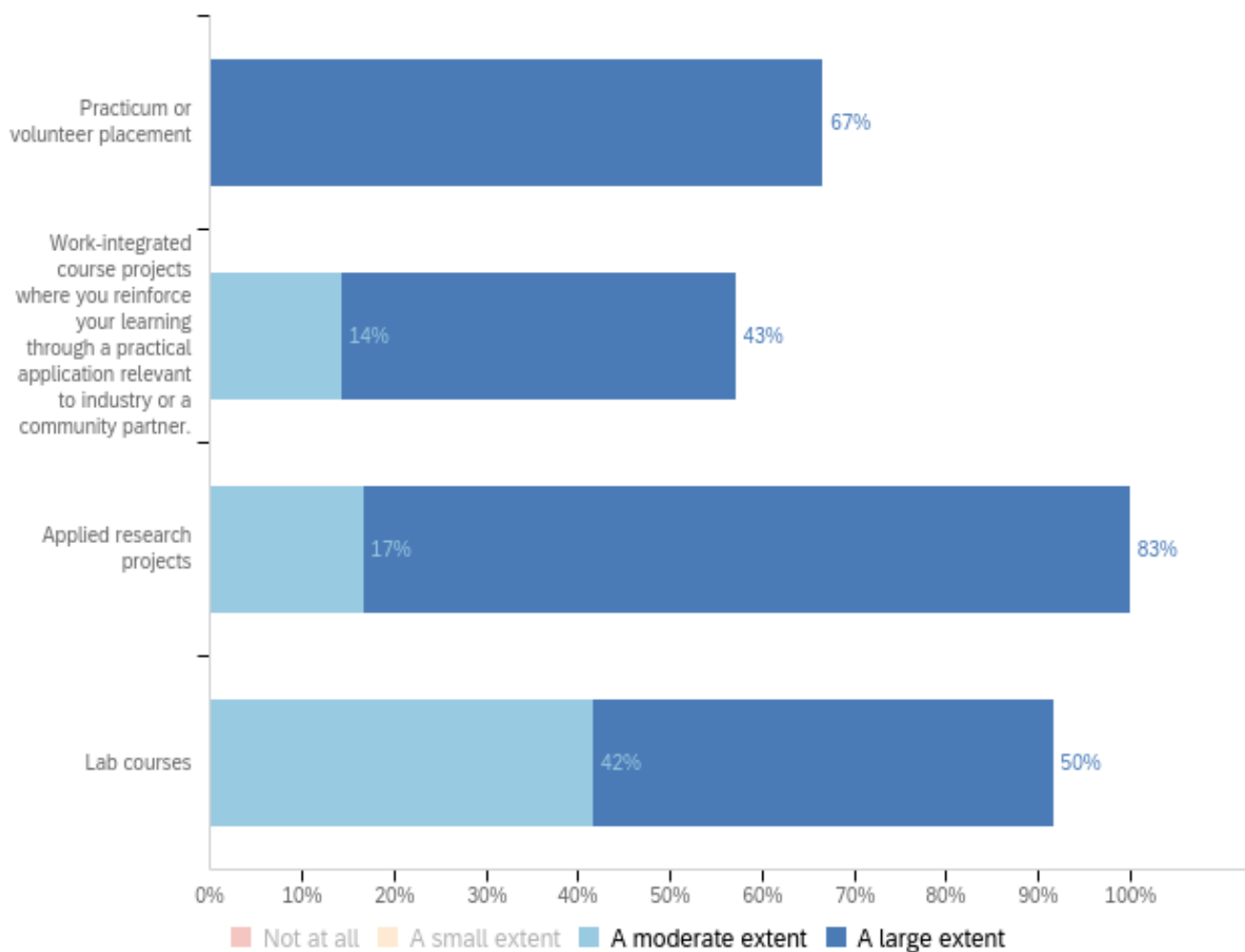
#	To what extent do you agree that you had sufficient opportunities in the program to reinforce your learning through practical application of this learning?	Percentage
1	Strongly disagree	0%
2	Somewhat disagree	13%
3	Neither agree nor disagree	13%
4	Somewhat agree	20%
5	Strongly agree	53%
	Total number of respondents	15

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

#	Answer	%	Count
1	Practicum or volunteer placement	21%	3
2	Co-operative (co-op) education experience	0%	0
3	Work-integrated course projects where you reinforce your learning through a practical application relevant to industry or a community partner.	50%	7
4	Applied research projects	43%	6
5	Lab courses	86%	12
	Total number of respondents		14

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%.

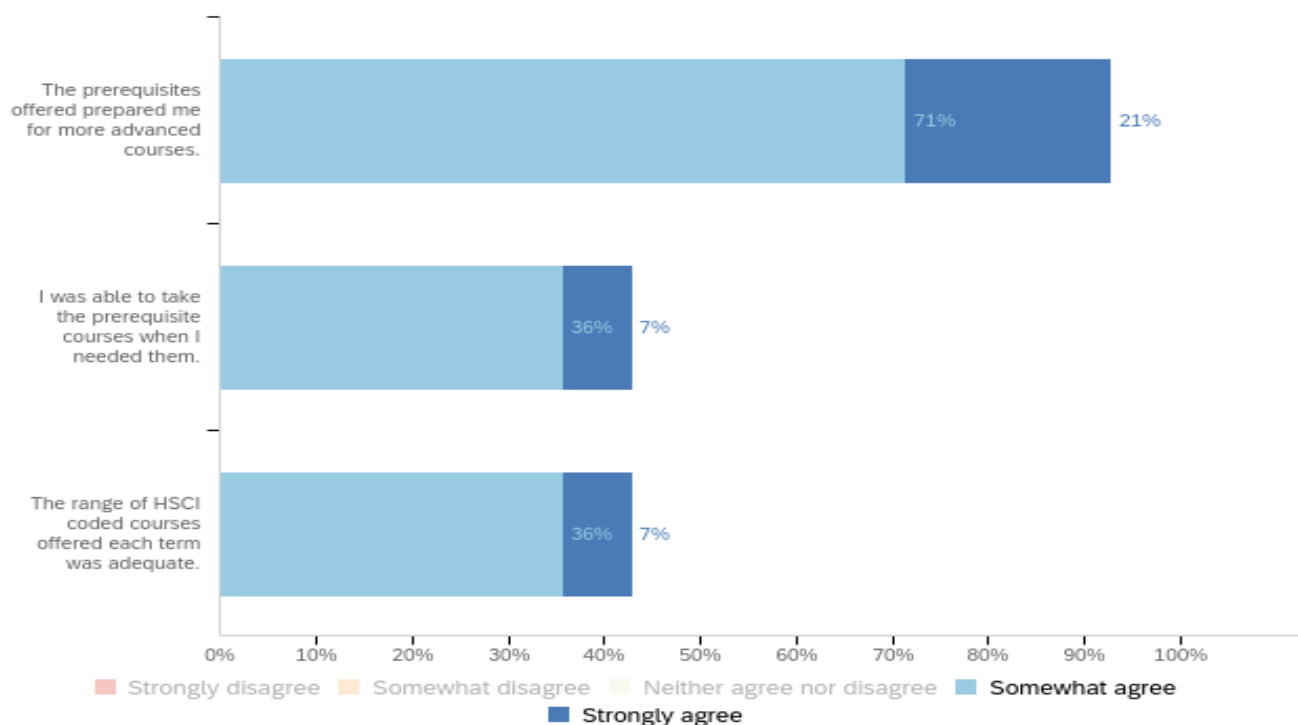
13. Indicate the extent the work-integrated and/or community-engaged learning opportunities contributed to your learning.



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	Practicum or volunteer placement	0%	33%	0%	67%	3
2	Co-operative (co-op) education experience	0%	0%	0%	0%	0
3	Work-integrated course projects where you reinforce your learning through a practical application relevant to industry or a community partner.	0%	43%	14%	43%	7
4	Applied research projects	0%	0%	17%	83%	6
5	Lab courses	0%	8%	42%	50%	12

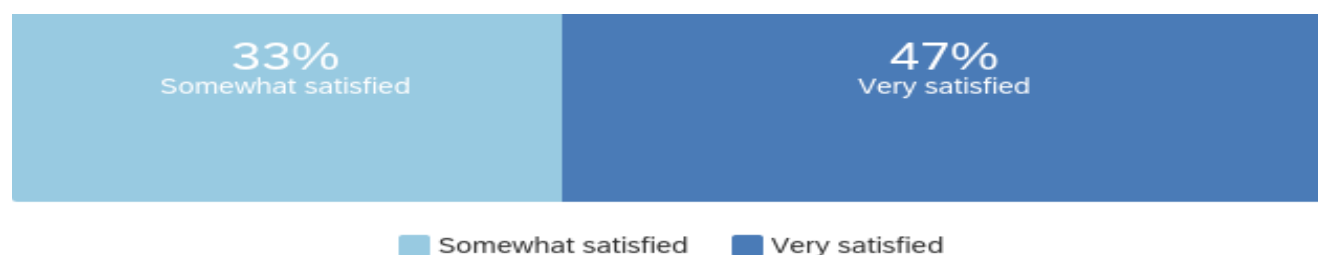
14. Thinking of KPU's Health Science degree program as a whole, please indicate your agreement with the following.



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.	7%	0%	0%	71%	21%	14
2	I was able to take the prerequisite courses when I needed them.	7%	36%	14%	36%	7%	14
3	The range of HSCI coded courses offered each term was adequate.	14%	29%	14%	36%	7%	14

15. Overall, how satisfied are you with the instruction you have received in KPU's Health Science degree 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 Health Science degree program?	Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	13%
3	Neither satisfied nor dissatisfied	7%
4	Somewhat satisfied	33%
5	Very satisfied	47%
	Total number of respondents	15

16. Thinking of how instruction is delivered across the Health Science degree program as a whole, please indicate the strengths of the program instruction.

- lab courses to enhance practical skills

I found the instruction to be exceptional due to its interdisciplinary approach, integrating knowledge from various fields with a strong emphasis on critical thinking and problem-solving. The faculty's real-world experience enriched the learning experience, and the hands-on labs and clinical simulations allowed me to apply theory in practical settings. The use of modern technology, collaborative learning with peers from other healthcare fields, and a focus on cultural competency and ethical training thoroughly prepared me for a healthcare career.

The program taught plenty of general skills that is useful in the health field. I believe Health Science could be used as pre-med degree.

Overall, it was good because the theory and hands-on aspects were aligned; some courses that did not have labs and was delivered online worked for me

small class sizes, teachers caring about making relationships with students, having guest speakers in the field, making content that is relevant to real-life applications, presentations help too

There are some great instructors in the program. They were approachable and easy to talk to. Discussions and collaborations are highly encouraged in classes.

Course instructors in the 3rd and 4th year courses were good at laying out expectations and curriculum.

17. Thinking of how instruction is delivered across the Health Science degree program as a whole, please identify any gaps and/or provide any suggestions you have for improvement in program instruction.

offering more sections of courses

it really helps to have teachers who really care about what they're doing and where the students are at

Perhaps providing insight on what careers Health Science can be used for. I had a hard time finding a job right after school. It was not clear what a Health Science centred career was.

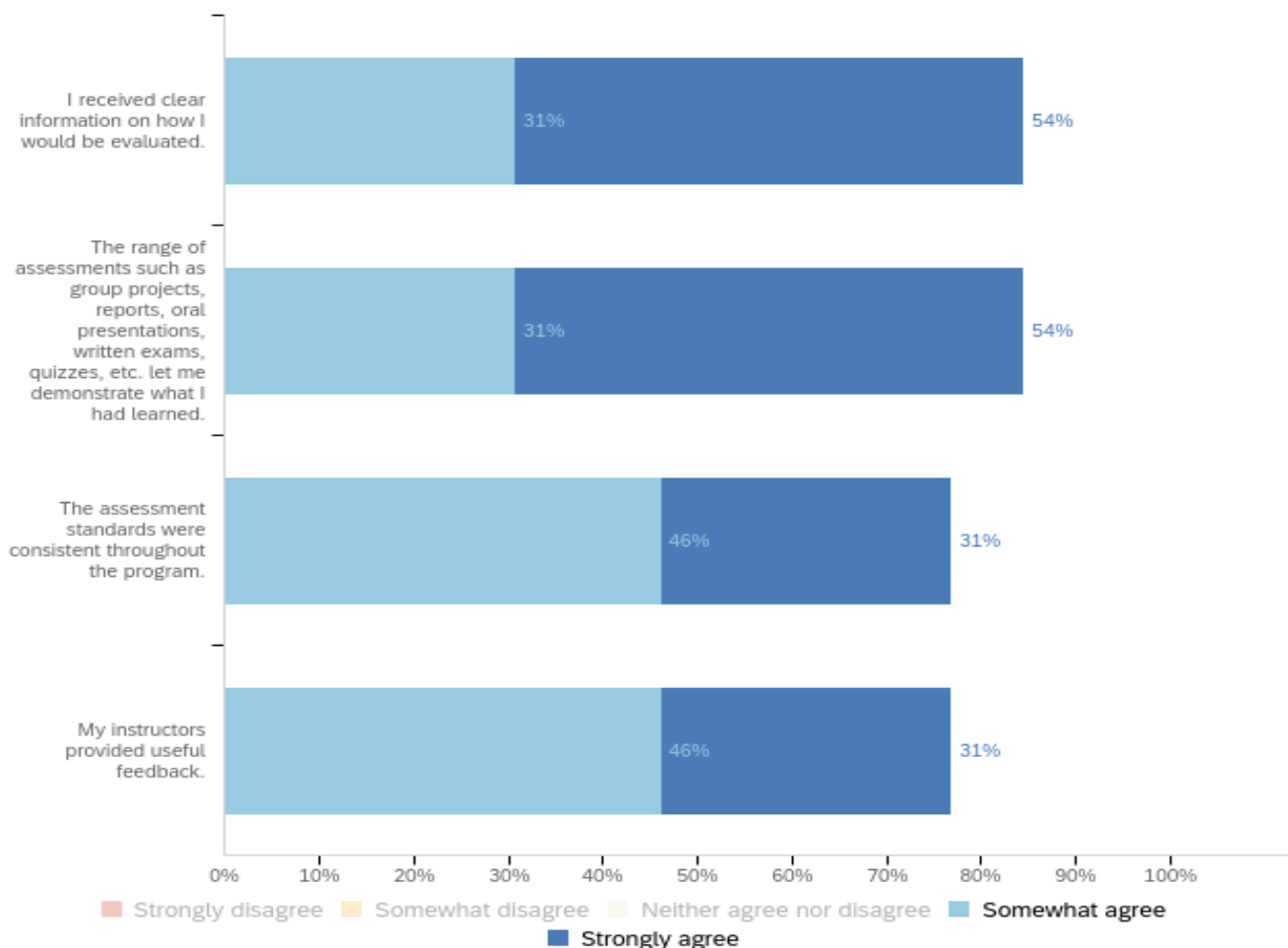
I wished there was more flexibility in the classes (more online options, even with in-person exams).

I do not have any critiques.

[Course Name Redacted] could have been a way better course that built on **[Course Name Redacted]**. These two courses need to be coordinated better.

At the time, when I was completing my first and second year health science courses, there weren't a lot of health science instructors with different backgrounds. Which made it difficult to gain different perspectives on certain health science topics.

18. 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.	0%	8%	8%	31%	54%	13
2	The range of assessments such as group projects, reports, oral presentations, written exams, quizzes, etc. let me demonstrate what I had learned.	0%	15%	0%	31%	54%	13
3	The assessment standards were consistent throughout the program.	0%	15%	8%	46%	31%	13
4	My instructors provided useful feedback.	0%	8%	15%	46%	31%	13

19. Have you pursued further education since completing KPU's Health Science degree program?

#	Have you pursued further education since completing KPU's Health Science degree program?	Percentage
1	Yes	64%
2	No	36%
	Total number of respondents	14

20. Please list the name of the program and the institution where you enrolled after completing KPU's Health Science degree program.

Bachelor of Education (UBC)
KPU nursing
Master's in Public Health at Keele University, UK
Medical Device Reprocessing Technician in VCC
Respiratory Therapy - Thompson Rivers University
UBC Entry to Practice Doctor of Pharmacy
UBC PhD in Medical Genetics
University of Victoria

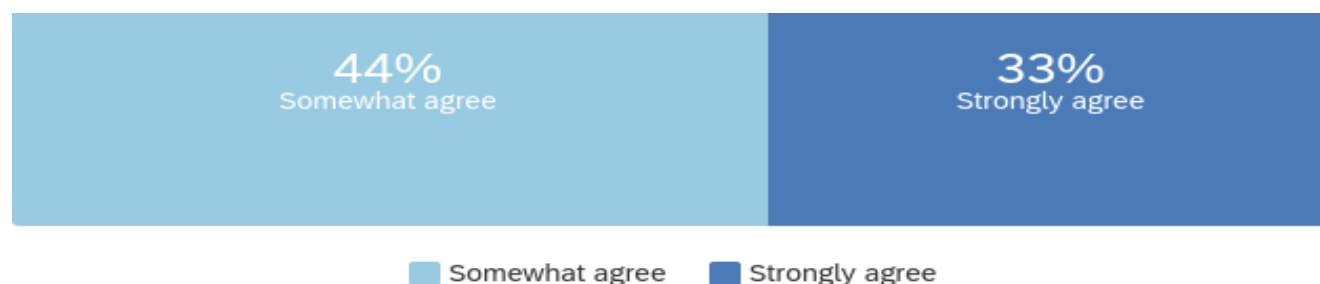
21. What is the highest credential you have earned or are currently pursuing since completing KPU's Health Science degree program?

#	What is the highest credential you have earned or are currently pursuing since completing KPU's Health Science degree program? - Selected Choice	Percentage
1	Diploma	11%
2	Associate's Degree	0%
3	Bachelor's Degree	33%
4	Master's Degree	11%
5	Doctorate	11%
6	Professional designation (Please specify)	22%
7	Other (Please specify)	11%
	Total number of respondents	9

Professional designation (Please specify) - Text
 Business Management Certificate
 Pharmacist

Other (Please specify) - Text
 Certificate

22. To what extent do you agree that KPU's Health Science degree program prepared you well for further education?



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 Health Science degree program prepared you well for further education?	Percentage
1	Strongly disagree	0%
2	Somewhat disagree	0%
3	Neither agree nor disagree	22%
4	Somewhat agree	44%
5	Strongly agree	33%
	Total number of respondents	9

23. Are you currently employed in a health-related field?

#	Are you currently employed in a health-related field?	Percentage
1	Yes	50%
2	No	50%
	Total number of respondents	14

24. How long did it take you to secure your current position?

#	How long did it take you to secure your current position?	Percentage
1	I was hired while completing my Health Science degree at KPU	29%
2	Within 3 months after graduation	14%
3	Within a year after graduation	29%
4	More than a year	29%
	Total number of respondents	7

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

#	Which of the following best describes your current employment situation?	Percentage
1	Full-time regular position	29%
2	Part-time regular position	29%
3	Contract position	14%
4	Casual or temporary position	29%
5	Self-employed	0%
	Total number of respondents	7

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

Territory Manager of Vancouver Island
Medical Device Reprocessing Technician
Education Coordinator, Nurse Practitioners
Laboratory Assistant
Pharmacist
Pharmacy assistant

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

Arthrex (Orthopaedic Medical Device Company)

Vancouver General Hospital (Vancouver Coastal Health)

Fraser Health

Lifelabs

Community pharmacy

28. Were you previously employed in a health-related field?

#	Were you previously employed in a health-related field?	Percentage
1	Yes	14%
2	No	86%
Total number of respondents		7

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

Not enough response to report.

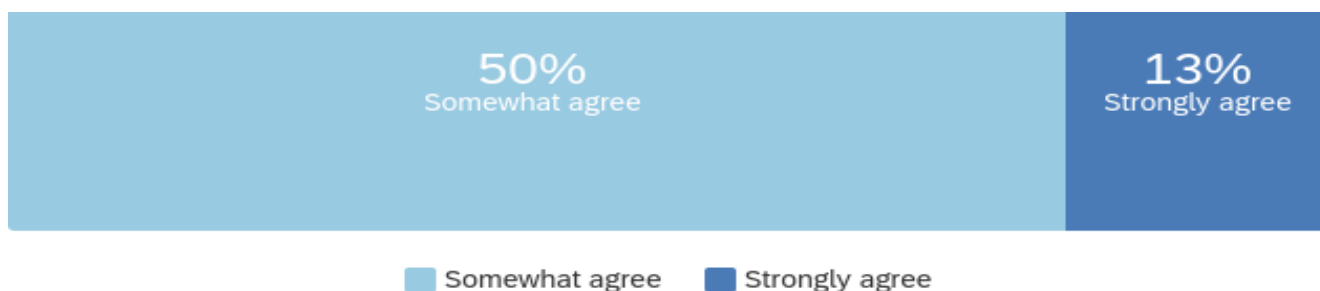
30. What was your position/role/job title?

Clerk III - Health Information Management

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

Providence Health and Fraser Health

32. 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	0%
2	Somewhat disagree	25%
3	Neither agree nor disagree	13%
4	Somewhat agree	50%
5	Strongly agree	13%
	Total number of respondents	8

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

Business acumen.

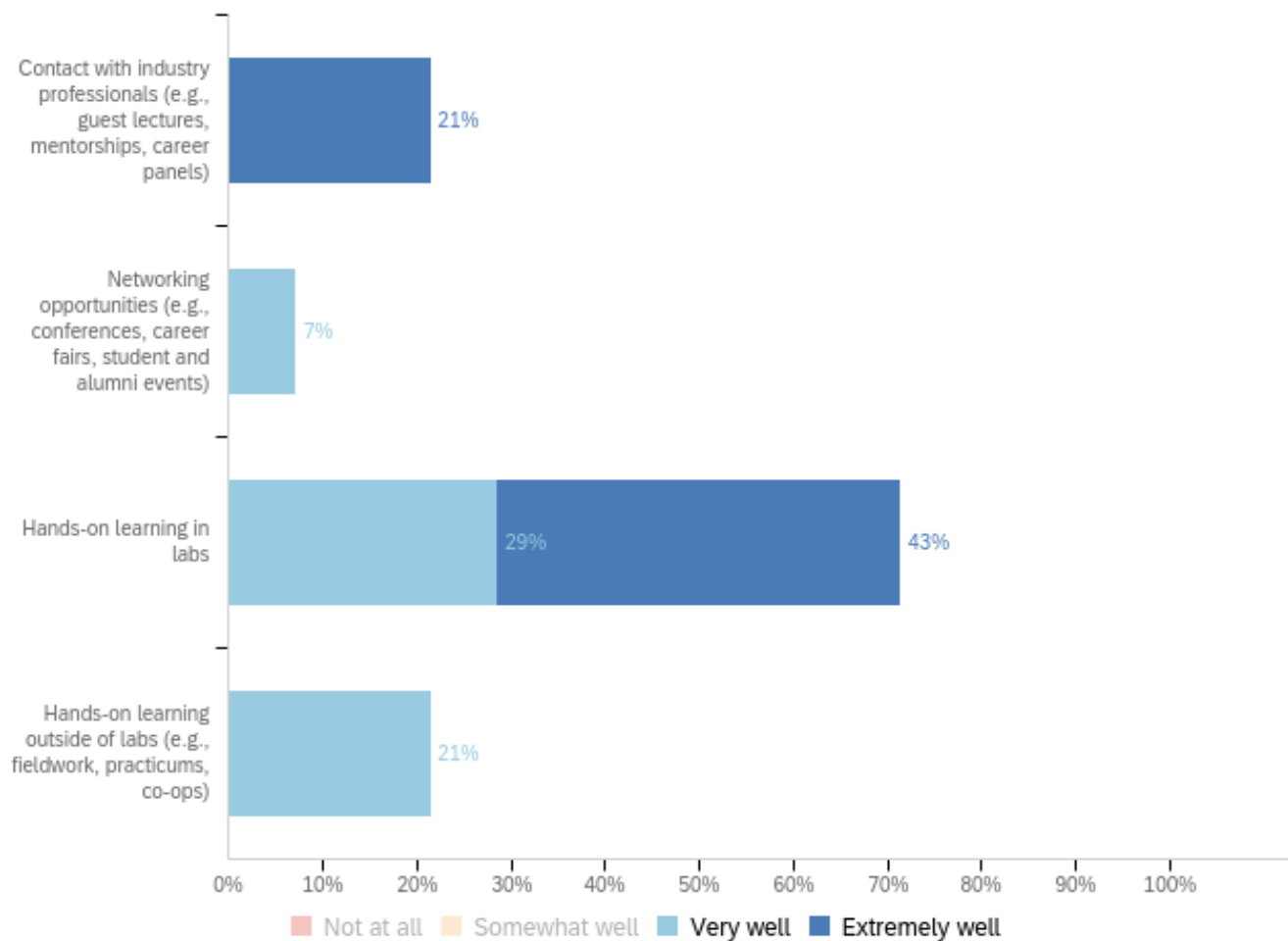
Database knowledge (SPSS)

Lab experience. A lot of health-related fields require Medical Assistant certification similar to what BCIT offers. I understand that not everyone going into a health science degree wants to work in a lab, however, a lot of students (myself included) wished to go to medical school after the Health Science Program. I feel having more labs focused on clinical work would better equip students moving forward. Or providing more electives that would allow students to gain MLA certification like those other programs at BCIT and VCC.

N/A

Not enough about program development in health care, health laws in Canada and etc

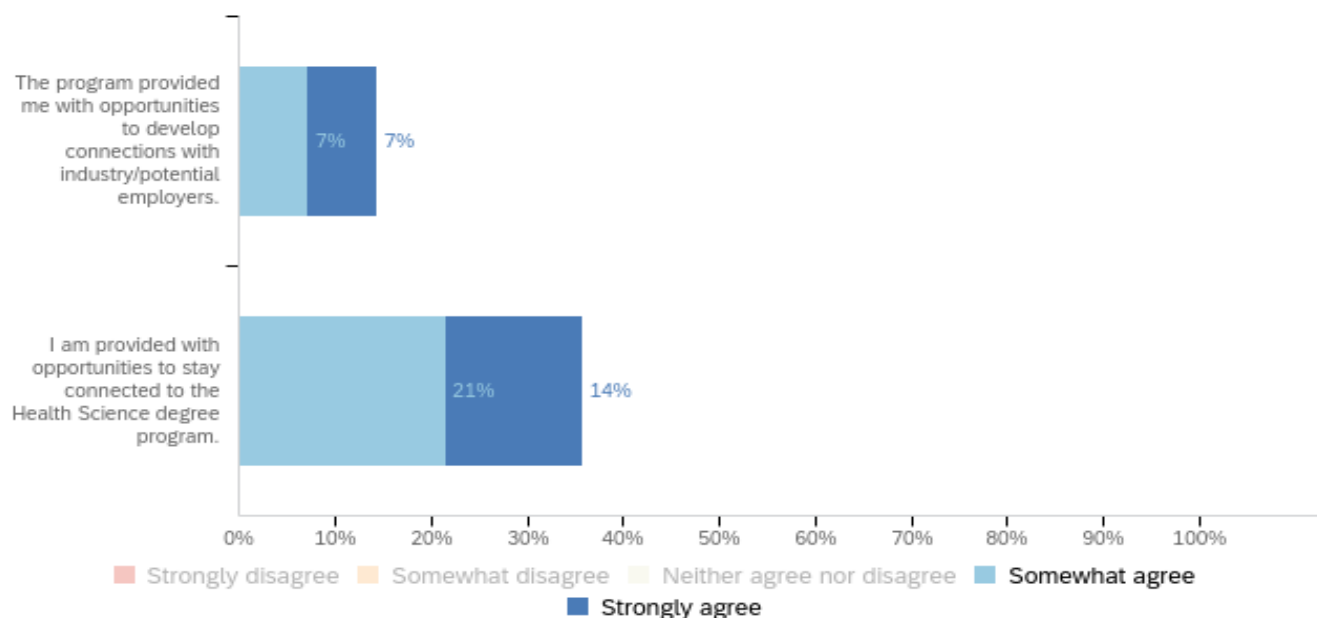
34. Please indicate how well KPU's Health Science degree program prepares students for careers in a health science-related field through the following methods.



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	Not at all	Somewhat well	Very well	Extremely well	Total
1	Contact with industry professionals (e.g., guest lectures, mentorships, career panels)	57%	21%	0%	21%	14
2	Networking opportunities (e.g., conferences, career fairs, student and alumni events)	43%	50%	7%	0%	14
3	Hands-on learning in labs	7%	21%	29%	43%	14
4	Hands-on learning outside of labs (e.g., fieldwork, practicums, co-ops)	36%	43%	21%	0%	14

35. 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.	36%	29%	21%	7%	7%	14
2	I am provided with opportunities to stay connected to the Health Science degree program.	7%	29%	29%	21%	14%	14

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

More networking opportunities

More communication with the happenings of the programs for interested alumni. I would be happy to speak to current students about my experience within the program and after.

Not too sure.

A health-science fair would be nice

not sure exactly but I would consider being a part of events

For such a small program, there really wasn't any way to keep in touch after graduation. I hope that there is a way to keep in touch with instructors, current students, and alumni through an annual alumni event or external fundraisers, such as creating a group for Canadian Blood Services and Canadian Cancer Society.

I think having an event with alumni talking on a panel would be great for future and current students. Having alumni who pursued different careers post-graduation provide their opinions and information regarding their career path would be highly beneficial.

Appendix D - Student Survey Tabular Results and Comments

Health Science Program Review – Student Survey Results

The student survey was sent to 173 Health Science students. A total of 44 students responded. The response rate is 25%.

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 - Which of the following credentials are you pursuing at KPU? Please select all that apply.

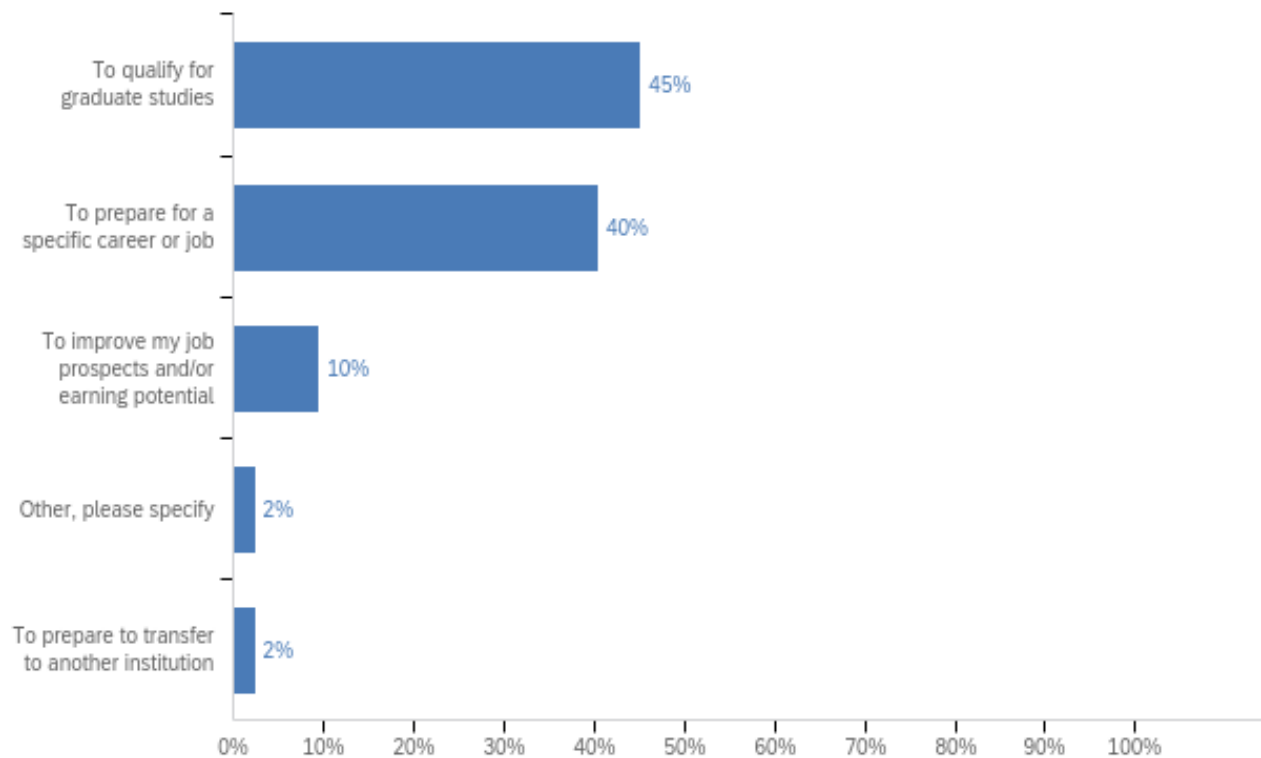
#	Answer	Percentage	Count
1	Bachelor of Science (Honours), Major in Health Science	14%	6
2	Bachelor of Science (Honours), Major in Health Science, Co-operative Education	2%	1
3	Bachelor of Science, Major in Health Science	82%	36
4	Bachelor of Science, Major in Health Science, Co-operative Education	11%	5
5	Minor in Health Science	2%	1
6	None of the above	2%	1
7	Don't know	0%	0
	Total number of respondents		44

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%.

2 - How many credits have you completed towards your degree?

#	How many credits have you completed towards your degree?	Percentage
1	3 to 30 credits	12%
2	31 to 60 credits	40%
3	61 to 90 credits	36%
4	91 to 120 credits	7%
5	More than 120 credits	5%
	Total number of respondents	42

3 - What was your main reason for enrolling in the Health Science degree program?

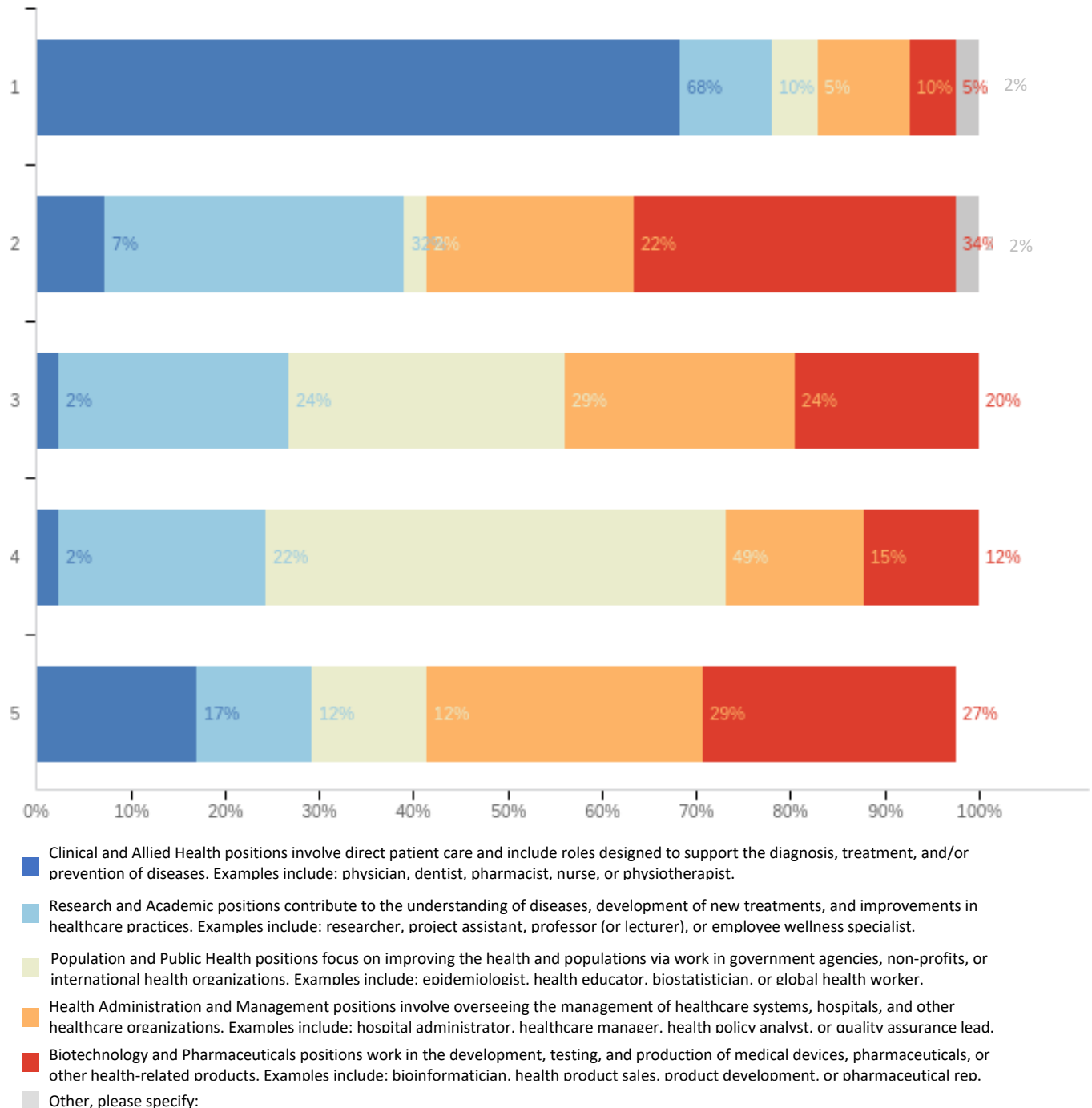


#	What was your main reason for enrolling in the Health Science degree program? - Selected Choice	Percentage
1	To prepare for a specific career or job	40%
2	To improve my job prospects and/or earning potential	10%
3	To prepare to transfer to another institution	2%
4	To qualify for graduate studies	45%
5	To qualify for the Post-Graduation Work Permit program	0%
6	Other, please specify	2%
	Total number of respondents	42

Other, please specify - Text

Medical school

4 - The field of health science has a number of possible career options. When considering your future career, please rank the following employment categories from 1 (most preferred) to 5 (least preferred).



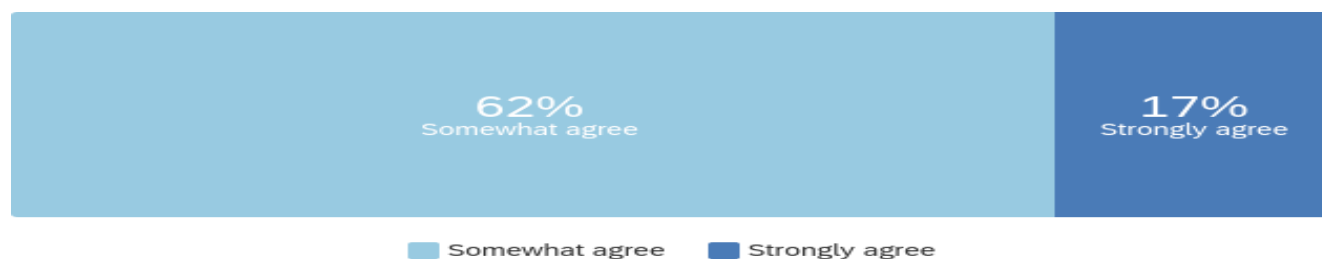
#	Question	1	2	3	4	5
1	Clinical and Allied Health positions involve direct patient care and include roles designed to support the diagnosis, treatment, and/or prevention of diseases. Examples include: physician, dentist, pharmacist, nurse, or physiotherapist.	68%	7%	2%	2%	18%
2	Research and Academic positions contribute to the understanding of diseases, development of new treatments, and improvements in healthcare practices. Examples include: researcher, project assistant, professor (or lecturer), or employee wellness specialist.	10%	32%	24%	22%	13%
3	Population and Public Health positions focus on improving the health and populations via work in government agencies, non-profits, or international health organizations. Examples include: epidemiologist, health educator, biostatistician, or global health worker.	5%	2%	29%	49%	13%
4	Health Administration and Management positions involve overseeing the management of healthcare systems, hospitals, and other healthcare organizations. Examples include: hospital administrator, healthcare manager, health policy analyst, or quality assurance lead.	10%	22%	24%	15%	30%
5	Biotechnology and Pharmaceuticals positions work in the development, testing, and production of medical devices, pharmaceuticals, or other health-related products. Examples include: bioinformatician, health product sales, product development, or pharmaceutical rep.	5%	34%	20%	12%	28%
6	Other, please specify:	2%	2%	0%	0%	0%
	Total number of respondents	41	41	41	41	40

Other, please specify: - Text

Nursing

Medical anthropologist studying how different identities impact an individuals interaction with the medical system

5 - Thinking of KPU's Health Science degree program as a whole, to what extent do you agree that the program's curriculum is relevant to your postgraduate and/or career goals?

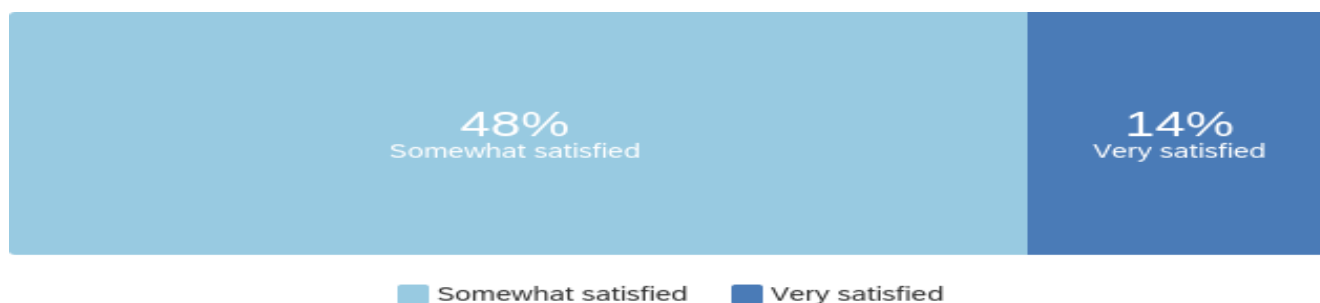


Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Thinking of KPU's Health Science degree program as a whole, to what extent do you agree that the program's curriculum is relevant to your postgraduate and/or career goals?	Percentage
1	Strongly disagree	2%
2	Somewhat disagree	10%
3	Neither agree nor disagree	10%

4	Somewhat agree	62%
5	Strongly agree	17%
	Total number of respondents	42

6 - Overall, how satisfied are you with the curriculum of KPU's Health Science degree 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 curriculum of KPU's Health Science degree program?	Percentage
1	Very dissatisfied	2%
2	Somewhat dissatisfied	21%
3	Neither satisfied nor dissatisfied	14%
4	Somewhat satisfied	48%
5	Very satisfied	14%
	Total number of respondents	42

7 - Thinking of KPU's Health Science degree program's curriculum as a whole, please indicate the strengths of the program.

Excellent professors teaching health science courses.

Provides a lot of different courses with some variation in classes

First, it takes an interdisciplinary approach, mixing biology, psychology, and sociology. This helps students understand health from different angles. Second, there's a strong focus on practical experience. Students participate in labs and internships, applying what they learn in real-world settings. Third, the program is flexible. Students can choose courses that fit their interests and career goals. The faculty is also impressive, with many professors having real-world experience and research backgrounds. Lastly, KPU encourages community engagement through partnerships with local health organizations, allowing students to tackle real health issues.

Many options in third or fourth year for what electives you want to take

Variety of courses offered. I like that we have options to choose from when completing our major of health science.

The professors are amazing. The health sciences courses themselves seem to be very useful.

covers subjects for mcat

Lots of lab experience, easy access to professors, variety of elective courses related to many different areas of science

Offers strong base in biology and anatomy which can be used in a variety of career paths

Interesting classes, mostly what is required for our degree are the pre reqs to apply for post grad.

There are many options for elective courses, both in biology and other subjects. There are many wonderful instructors who have passion for teaching. Most of the classes are small, which is a great learning environment.

Gives an overall view of the different possible careers in the healthcare/academia sector. More focused on human health than other programs so more tailored to people who want to pursue careers for medical/research purposes

very good at having core courses that teaches the content that health science undergraduates need to know.

It is a program where you can learn basic science courses such as Biology, Chemistry, Physics, Math and Health Science related courses.

KPU's Health Science degree program is well-rounded and hands-on. It covers biology, chemistry, psychology, and public health. Small class sizes allow for more support from instructors. The program also includes lab work and research opportunities, helping students build practical skills for careers or further studies in healthcare.

This program is a good if someone wants to do masters

the professors are very nice, friendly and approachable

I like how there are math course involvements he'll with problem solving skills

Most instructors I have encountered have been knowledgeable, enthusiastic, and helpful which really makes a positive impact on learning the class material.

there is focus on discussion and exploring topics to do with health science

Very good at establishing a good understanding of basic background science, covering MCAT topics

Due to the program, students are able to build some connections with their peers.

Offers a variety

8 - Thinking of KPU's Health Science degree program's curriculum as a whole, please provide suggestions you have for improvement.

More sections available for certain courses, I've had trouble getting into classes since they fill up right away.

Provide more health based classes rather than the heavy amount on science like chemistry and other science classes that are hindering even doing a basic human anatomy class

Have required classes available for each semester. I have noticed a class like **[Course Name Redacted]** may be available for one semester but unavailable the next

More class options. I am often on a waitlist because one class is offered or none at all in a semester

First, incorporating more technology-focused courses, like health informatics and telehealth, can help students adapt to the growing role of technology in healthcare. Second, expanding interdisciplinary opportunities by offering joint courses with other programs, such as business or environmental science, can provide a broader understanding of health-related issues. Lastly, increasing community partnerships for internships and projects can enhance hands-on experience, while adding more electives allows students to tailor their education to their interests. These changes could strengthen the program and better prepare students for their careers.

More opportunities for research would be helpful.

to provide more frequent course offerings for upper year courses, as it becomes very difficult to plan out a class schedule when not many of the required courses i need are available, and also if they are available, most of the time only 1 or 2 sections are available, making it very difficult to get a seat.

Need to offer courses on a more regular basis. Many students graduate extremely late because some courses are only offered once year, at one campus, and at one time. Realistically, this does not benefit any student as there will always be potential time conflicts during a given semester.

The chemistry and biology part of health sciences is too subpar. Which also includes irrelevant course material and assignments. Students here usually want to go into the medical area so it would be better to just cater to that instead of weaving an intricate path.

feels like material is repeated a lot in biology classes

Don't need **[Course Name Redacted]** as a prerequisite for **[Course Name Redacted]**

More options for specialized courses in the later years so students can focus on the direction they want to take in health sciences and stand out to graduate schools or for research internships. More options for electives from neighbouring fields, especially from psychology and chemistry. Health admin, policy or business courses shouldn't be mandatory as some might not be interested in those areas and the credits could be used to further specialize elsewhere.

Some health science classes seem not helpful to take, they just don't make sense to take for a health science degree.

It's hard to take desired courses in HSCI and BIOL, especially from 3rd year as many of them are only offered once a year, thus many students end up taking what is offered on the semester, rather than what they intended to take, in order to graduate on time. Also, due to the KPU's registration algorithm that prioritizes new and upper-level students, the 2nd year students have late registration dates, so many of us couldn't take the 2nd year biology courses as scheduled.

It is challenging to have courses on time therefore extending beyond the four years just to get the degree. Overlap of classes sometimes and the availability of seats were issues at the first/second year courses; it's always fighting for seats with the biology majors. The other courses in the first/second year is not really needed for the upper level courses we have (e.g. **[Course Names Redacted]**, etc) and the depth these courses are really for chem and math majors, so I think it's a waste of time and resources instead of us pouring it into math/chem-related courses that we would really need.

please have more classes offered at a time for core classes needed to graduate. for example, **[Course Name Redacted]** is not offered enough and it is a core first year class that is required to graduate.

I really hope that the **[Course Name Redacted]** is divided into two because I think it was a dense course. For the coop, I hope there will be more choices for work. Moreover, I hope we can have more experience in the lab such as volunteer experience.

KPU's Health Science program could improve by increasing hands-on learning through internships and co-op opportunities. Expanding course options in specialized areas like nutrition and health informatics would enhance student knowledge. Updating lab technology.

As I am a second year international student, I am unable to see my career options just with this degree, my suggestion is that to provide students awareness about the job market or career option right after the bachelors.

More classes!! I have heard of classes getting filled in this program leading to student having to skip semesters and finish their degree later than expected

They should have more serious topics to discuss about in class

I wish there was more health science courses rather than biology. Biology and health science basically have the same requirements. I wish there was less biology course requirements and more health science courses. Courses that were required and not just a few to chose from.

some of the very content heavy courses have some areas that seem redundant, and could be removed in order to allow more time for learning bigger and more complex topics.

including more relevant information of what's happening today

Emphasize the humanistic approach to medicine Offer an intersection with the social sciences to create better rounded future professionals Offer **[Course Name Redacted]** more often and more in-person Ideally, have health care ethics offered in person since people tend to be very passive in online classes. Having it in person would help combat the growing decline in empatjy amongst health care professionals

it feels that there is no actual support for students after uni. if there was more help on actually finding or preparing students for jobs after uni. If there were more availability of jobs or chances to build network for health science students. Also, classes that are only offered in certain semesters is making planning difficult and making graduating taking longer than expected. would like if those classes were offered more then more students would be able to graduate or move along their degree faster.

I think maybe there should be courses such as drug discovery included in the program

9 - What topics, if any, are missing from the program?

N/A

Kinesiology

N/a

There are several important topics that might be missing from KPU's Health Science degree program. One significant area is health informatics, which focuses on using data and technology effectively in healthcare settings. This knowledge is becoming increasingly vital as technology plays a larger role in patient care. Another important topic is global health issues.

Understanding challenges like pandemics and health disparities can give students a broader perspective on health beyond their local context. Additionally, more emphasis on mental health and wellness is crucial, as it is an integral part of overall health care. Cultural competence is also essential, as it prepares students to work effectively with diverse populations. Finally, a course on health policy and advocacy can help students understand the regulatory environment and how to advocate for important health issues. Incorporating these topics could greatly enhance the program.

Maybe more kinesiology classes would be appreciated.

topics such as higher level molecular biochemistry. For instance, there is no course at KPU which transfers to meet the UBC BIOC 302 (biochemistry) which is required for dentistry and recommended for medical school.

unsure

I can't think of any

Neurology, kinesiology

Pathology, Immunology

Statistics course which uses software such as SPSS and SAS? Maybe it's included in the Bioinformatics course, but I'm not sure.

Math & chem topics that are more health science-related, offering electives at least twice, not just once, human side of things (a good example is the health and aging class)

more classes like medical terminology, pathology?

I hope to learn about specific programs for statistics like SPSS, RED cap that will be beneficial in research. I hope we can also get more courses about genetics. Moreover, I personally I don't know how this problem can be solved but for the final exams if there is something that can be done so that they do not fall in the same day. Because there was one semester that I had 3 final exams in a day. Additionally, I hope we have Epidemiology course too. Lastly, I hope we have more immersion experience in a community.

KPU's Health Science program could benefit from adding topics such as chemical engineering , biomedical science , epidemiology, global health, and alternative and holistic medicine.

The courses which teach us about the practical things so we can be prepared for the job market after this degree

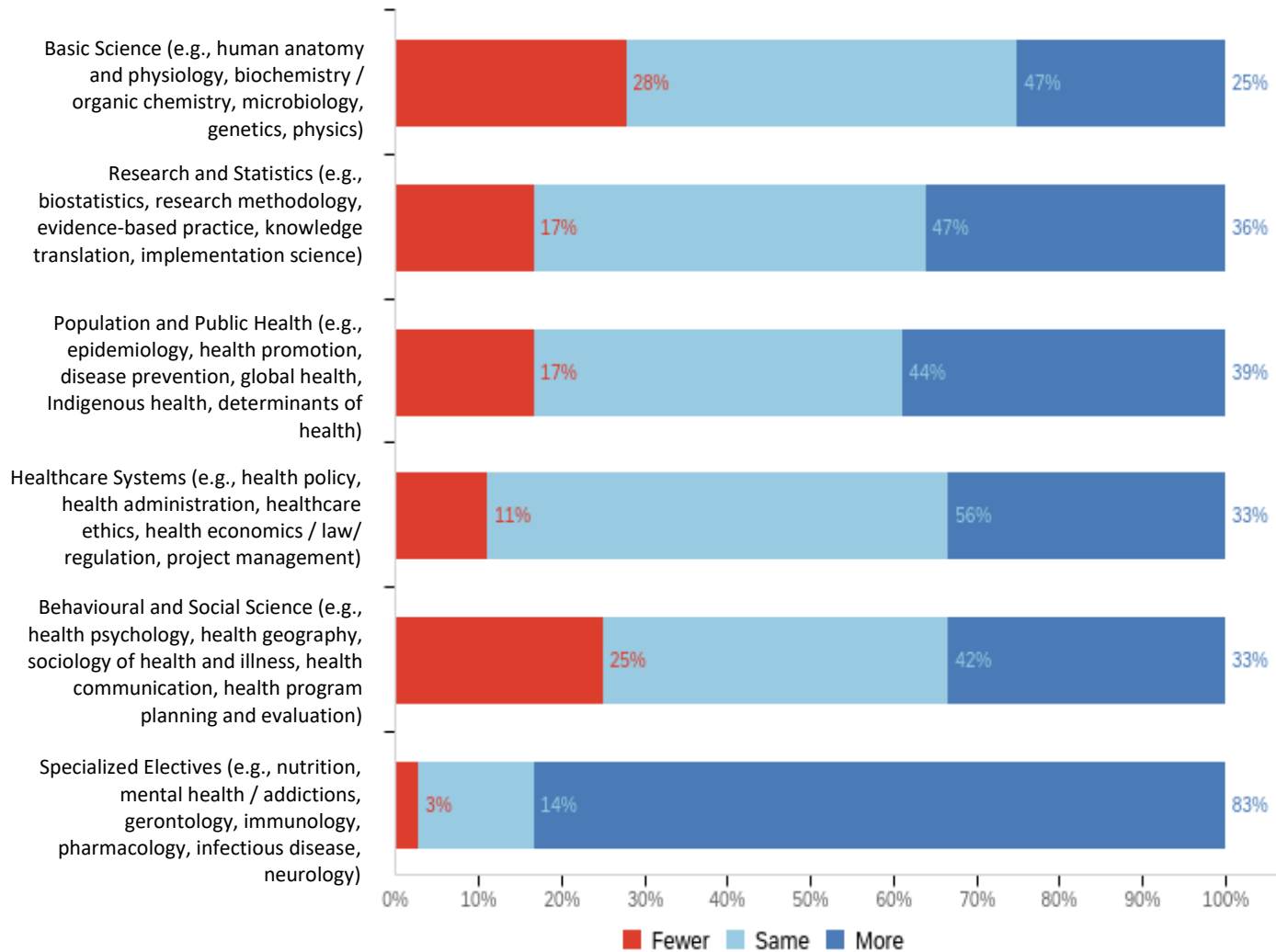
More common and new chronic diseases affecting us

I wish there was courses for health science that are all required for general health, public health, anatomy and nutrition. I know some of these are offered by KPU but they aren't required and you only need to choose 2 out of 5. These courses should be a requirement and the biology courses should be the one you can pick certain ones from a list.

Holistic approaches to health and more classes that emphasize how systems of power affect health

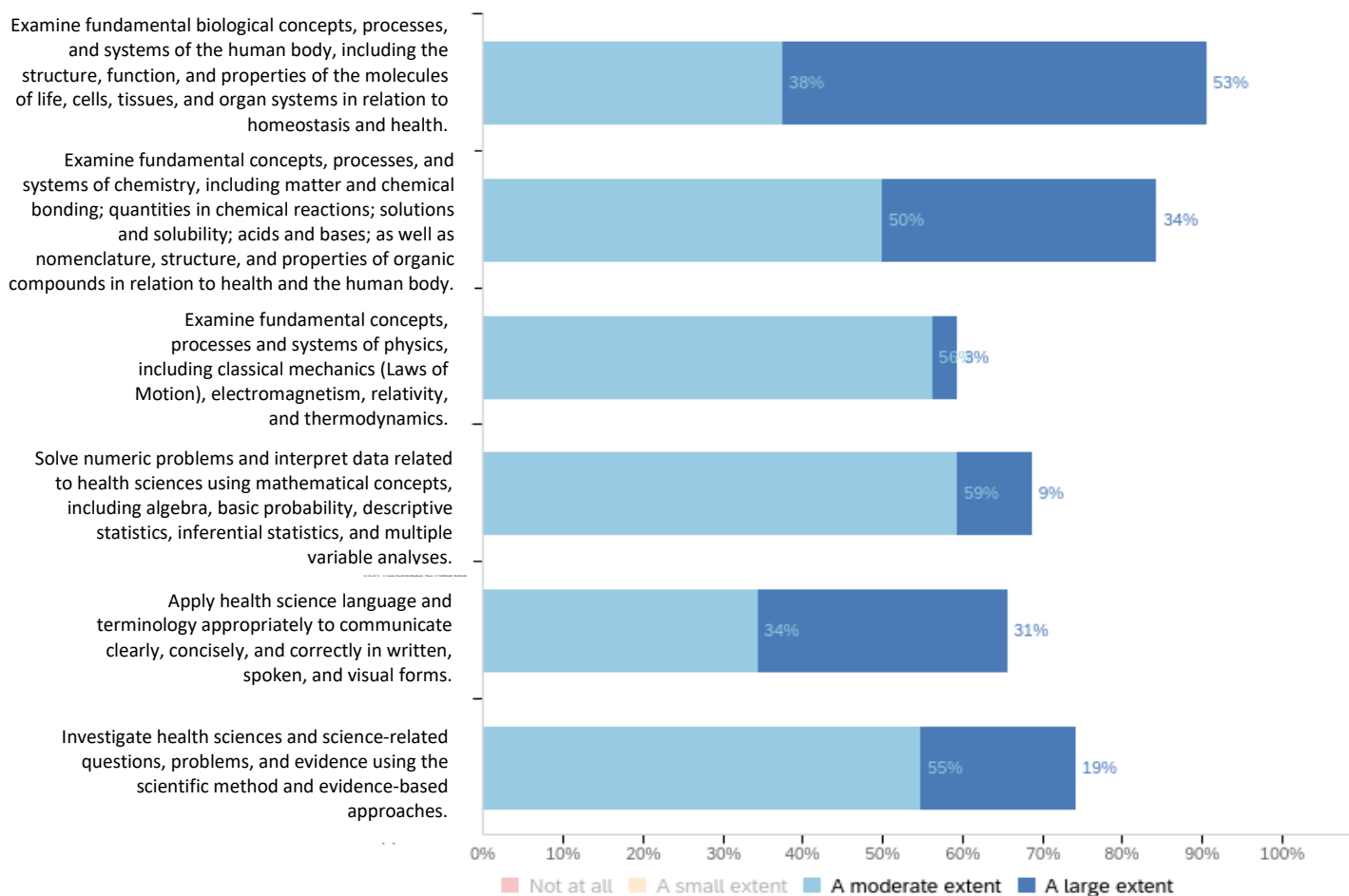
Health admin. Planning.

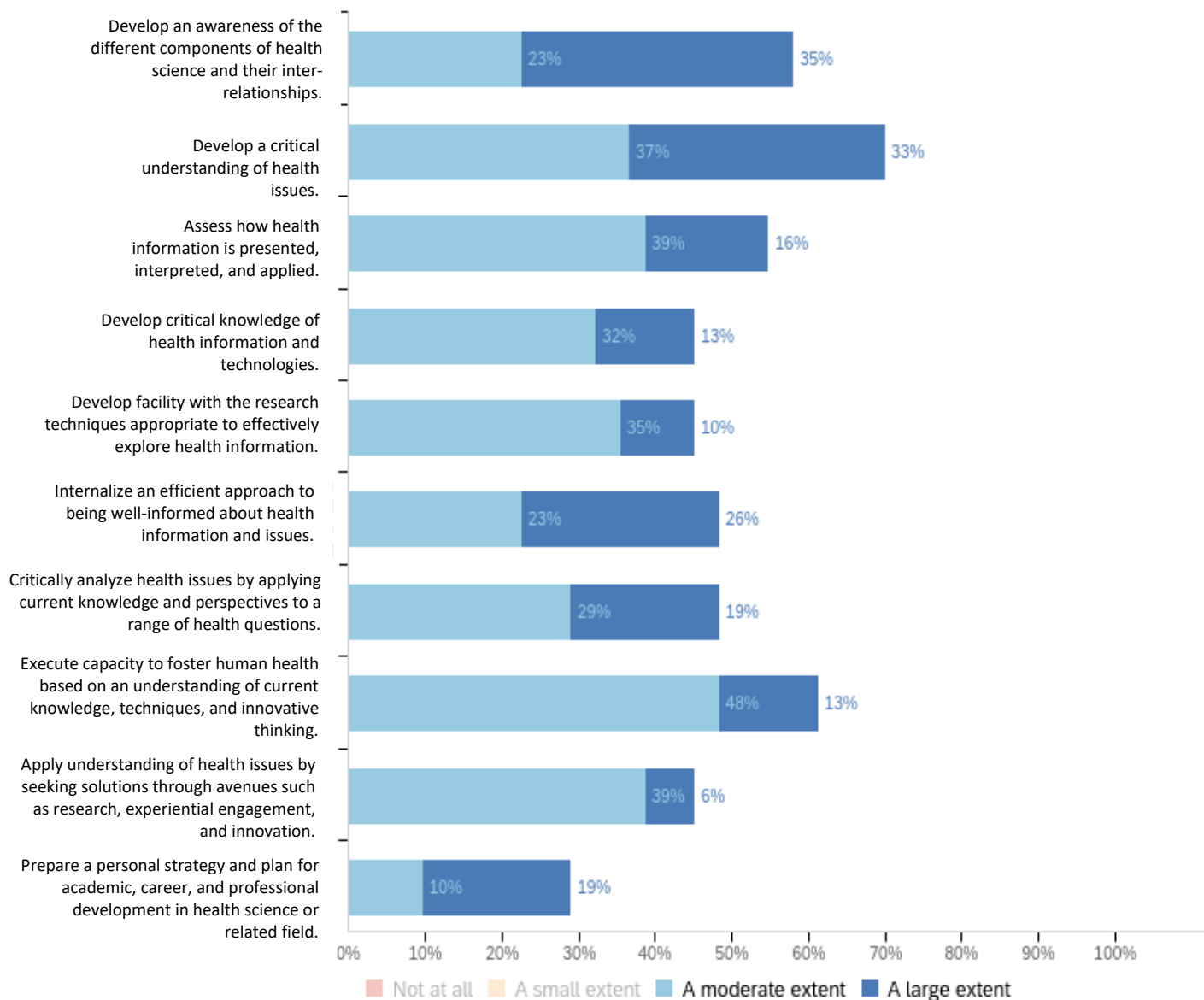
10 - The Health Science degree program is considering making changes to the type of health science courses that are offered. Compared to the current offerings, please indicate whether you would prefer fewer, the same number, or more of the following course categories within the degree program.



#	Question	Fewer	Same	More	Total
1	Basic Science (e.g., human anatomy and physiology, biochemistry / organic chemistry, microbiology, genetics, physics)	28%	47%	25%	36
2	Research and Statistics (e.g., biostatistics, research methodology, evidence-based practice, knowledge translation, implementation science)	17%	47%	36%	36
3	Population and Public Health (e.g., epidemiology, health promotion, disease prevention, global health, Indigenous health, determinants of health)	17%	44%	39%	36
4	Healthcare Systems (e.g., health policy, health administration, healthcare ethics, health economics / law/ regulation, project management)	11%	56%	33%	36
5	Behavioural and Social Science (e.g., health psychology, health geography, sociology of health and illness, health communication, health program planning and evaluation)	25%	42%	33%	36
6	Specialized Electives (e.g., nutrition, mental health / addictions, gerontology, immunology, pharmacology, infectious disease, neurology)	3%	14%	83%	36

11 - 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 Health Science degree program helping you develop each of the following learning outcomes?



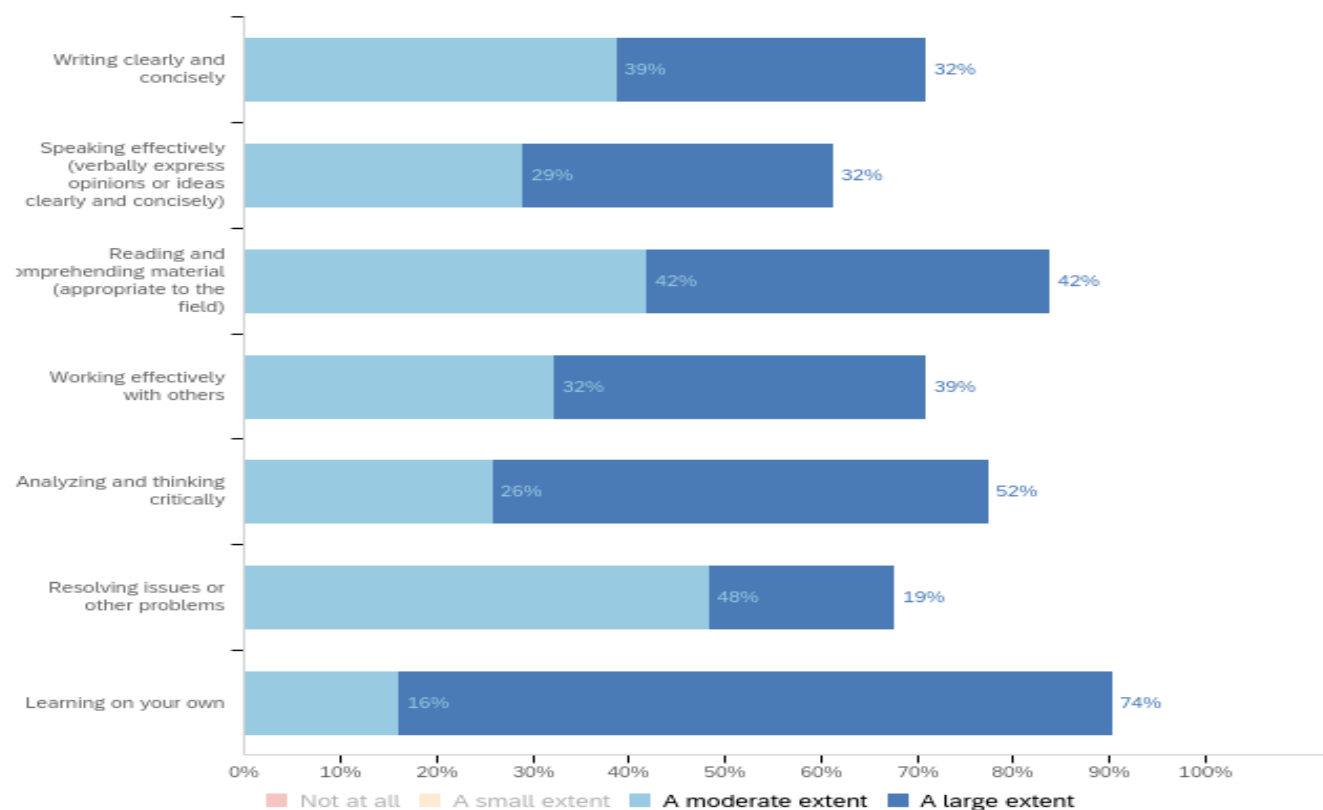


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Examine fundamental biological concepts, processes, and systems of the human body, including the structure, function, and properties of the molecules of life, cells, tissues, and organ systems in relation to homeostasis and health.	0%	9%	38%	53%	32
2	Examine fundamental concepts, processes, and systems of chemistry, including matter and chemical bonding; quantities in chemical reactions; solutions and solubility; acids and bases; as well as nomenclature, structure, and properties of organic compounds in relation to health and the human body.	3%	13%	50%	34%	32

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
3	Examine fundamental concepts, processes and systems of physics, including classical mechanics (Laws of Motion), electromagnetism, relativity, and thermodynamics.	16%	25%	56%	3%	32
4	Solve numeric problems and interpret data related to health sciences using mathematical concepts, including algebra, basic probability, descriptive statistics, inferential statistics, and multiple variable analyses.	6%	25%	59%	9%	32
5	Apply health science language and terminology appropriately to communicate clearly, concisely, and correctly in written, spoken, and visual forms.	9%	25%	34%	31%	32
6	Investigate health sciences and science-related questions, problems, and evidence using the scientific method and evidence-based approaches.	6%	19%	55%	19%	31
7	Develop an awareness of the different components of health science and their inter-relationships.	13%	29%	23%	35%	31
8	Develop a critical understanding of health issues.	3%	27%	37%	33%	30
9	Assess how health information is presented, interpreted, and applied.	10%	35%	39%	16%	31
10	Develop critical knowledge of health information and technologies.	16%	39%	32%	13%	31
11	Develop facility with the research techniques appropriate to effectively explore health information.	10%	45%	35%	10%	31
12	Internalize an efficient approach to being well-informed about health information and issues.	10%	42%	23%	26%	31
13	Critically analyze health issues by applying current knowledge and perspectives to a range of health questions.	6%	45%	29%	19%	31
14	Execute capacity to foster human health based on an understanding of current knowledge, techniques, and innovative thinking.	13%	26%	48%	13%	31
15	Apply understanding of health issues by seeking solutions through avenues such as research, experiential engagement, and innovation.	10%	45%	39%	6%	31
16	Prepare a personal strategy and plan for academic, career, and professional development in health science or related field.	26%	45%	10%	19%	31

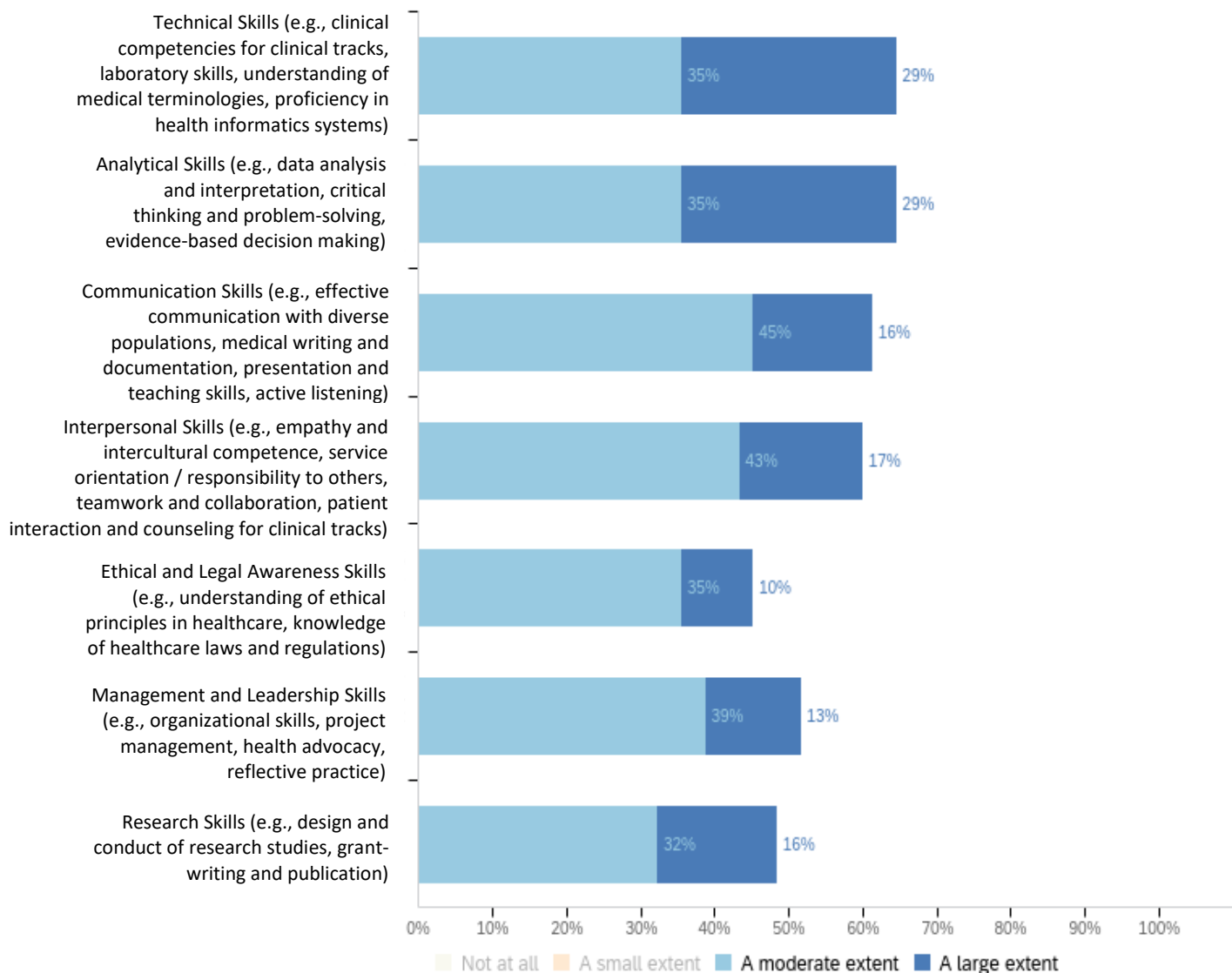
12 - To what extent are the courses you are taking for KPU's Health Science degree program helping you develop each of the following essential skills?



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	10%	19%	39%	32%	31
2	Speaking effectively (verbally express opinions or ideas clearly and concisely)	0%	39%	29%	32%	31
3	Reading and comprehending material (appropriate to the field)	3%	13%	42%	42%	31
4	Working effectively with others	13%	16%	32%	39%	31
5	Analyzing and thinking critically	0%	23%	26%	52%	31
6	Resolving issues or other problems	10%	23%	48%	19%	31
7	Learning on your own	0%	10%	16%	74%	31

13 - To what extent are the courses you are taking for KPU's Health Science degree program helping you develop each of the following program-specific skills?

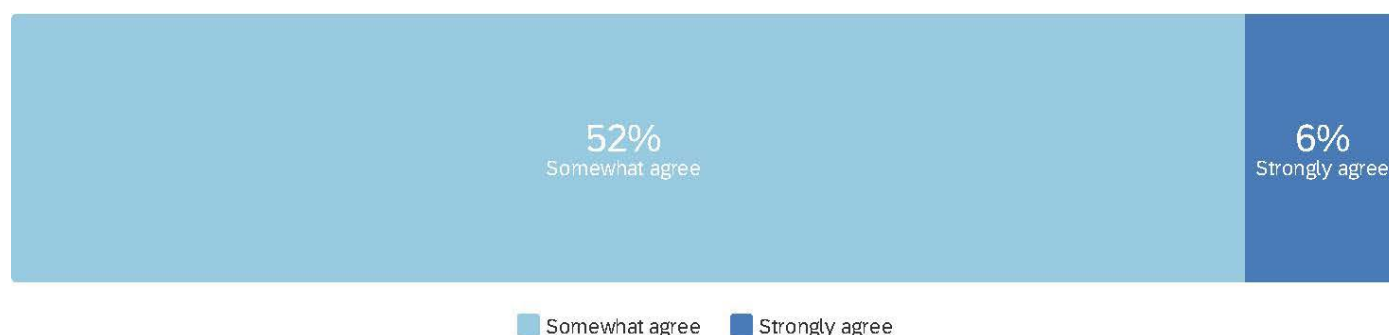


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Technical Skills (e.g., clinical competencies for clinical tracks, laboratory skills, understanding of medical terminologies, proficiency in health informatics systems)	10%	26%	35%	29%	31
2	Analytical Skills (e.g., data analysis and interpretation, critical thinking and problem-solving, evidence-based decision making)	0%	35%	35%	29%	31

3	Communication Skills (e.g., effective communication with diverse populations, medical writing and documentation, presentation and teaching skills, active listening)	3%	35%	45%	16%	31
4	Interpersonal Skills (e.g., empathy and intercultural competence, service orientation / responsibility to others, teamwork and collaboration, patient interaction and counseling for clinical tracks)	17%	23%	43%	17%	30
5	Ethical and Legal Awareness Skills (e.g., understanding of ethical principles in healthcare, knowledge of healthcare laws and regulations)	19%	35%	35%	10%	31
6	Management and Leadership Skills (e.g., organizational skills, project management, health advocacy, reflective practice)	13%	35%	39%	13%	31
7	Research Skills (e.g., design and conduct of research studies, grant-writing and publication)	19%	32%	32%	16%	31

14 - 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. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

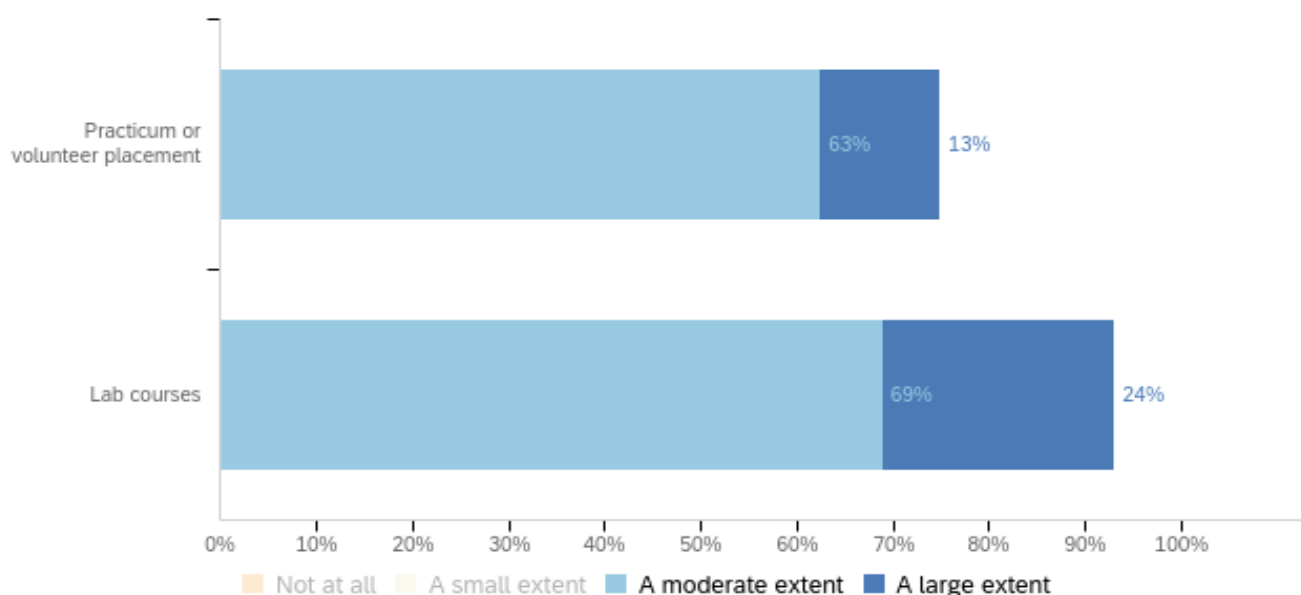
#	To what extent do you agree that you have sufficient opportunities in the program to reinforce your learning through practical application of this learning?	Percentage
1	Strongly disagree	10%
2	Somewhat disagree	19%
3	Neither agree nor disagree	13%
4	Somewhat agree	52%
5	Strongly agree	6%
	Total number of respondents	31

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

#	Answer	Percentage	Count
1	Practicum or volunteer placement	27%	8
2	Co-operative (co-op) education experience	10%	3
3	Work-integrated course project where you reinforce your learning through a practical application relevant to an industry or a community partner.	0%	0
4	Applied research projects	3%	1
5	Lab courses	97%	29
	Total number of respondents		30

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%.

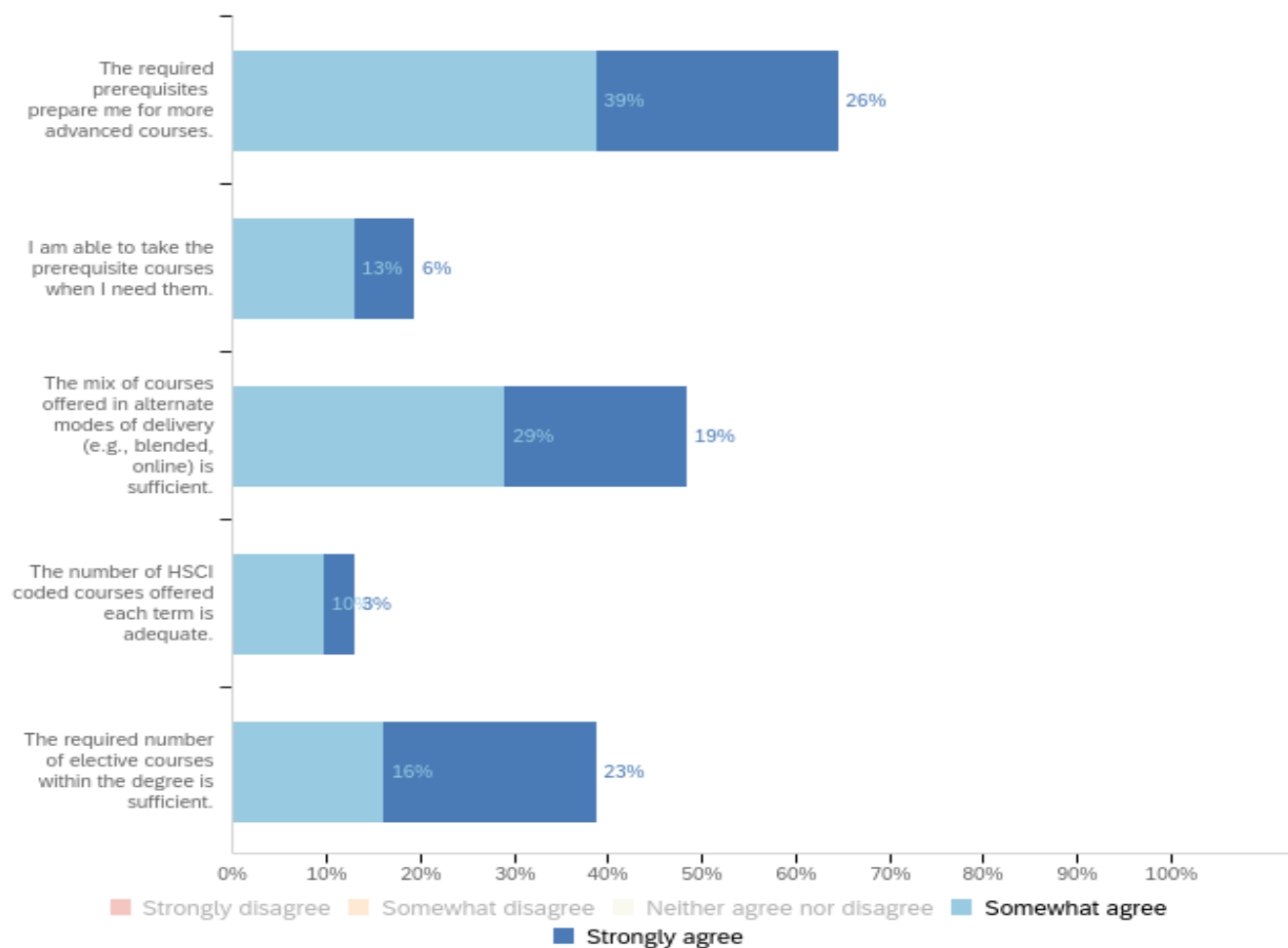
16 - Indicate the extent the following learning opportunities contributed to your learning.



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	Practicum or volunteer placement	0%	25%	63%	13%	8
2	Co-operative (co-op) education experience	Not enough responses to report.				
3	Work-integrated course project where you reinforce your learning through a practical application relevant to an industry or a community partner.					
4	Applied research projects					
5	Lab courses	0%	7%	69%	24%	29

17 - Thinking of KPU's Health Science degree 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 required prerequisites prepare me for more advanced courses.	6%	13%	16%	39%	26%	31
2	I am able to take the prerequisite courses when I need them.	48%	23%	10%	13%	6%	31
3	The mix of courses offered in alternate modes of delivery (e.g., blended, online) is sufficient.	19%	23%	10%	29%	19%	31
4	The number of HSCI coded courses offered each term is adequate.	48%	29%	10%	10%	3%	31
5	The required number of elective courses within the degree is sufficient.	16%	13%	32%	16%	23%	31

18 - Were there any courses you were not able to take when you needed to?

#	Were there any courses you were not able to take when you needed to?	Percentage
1	Yes	74%
2	No	26%
	Total number of respondents	31

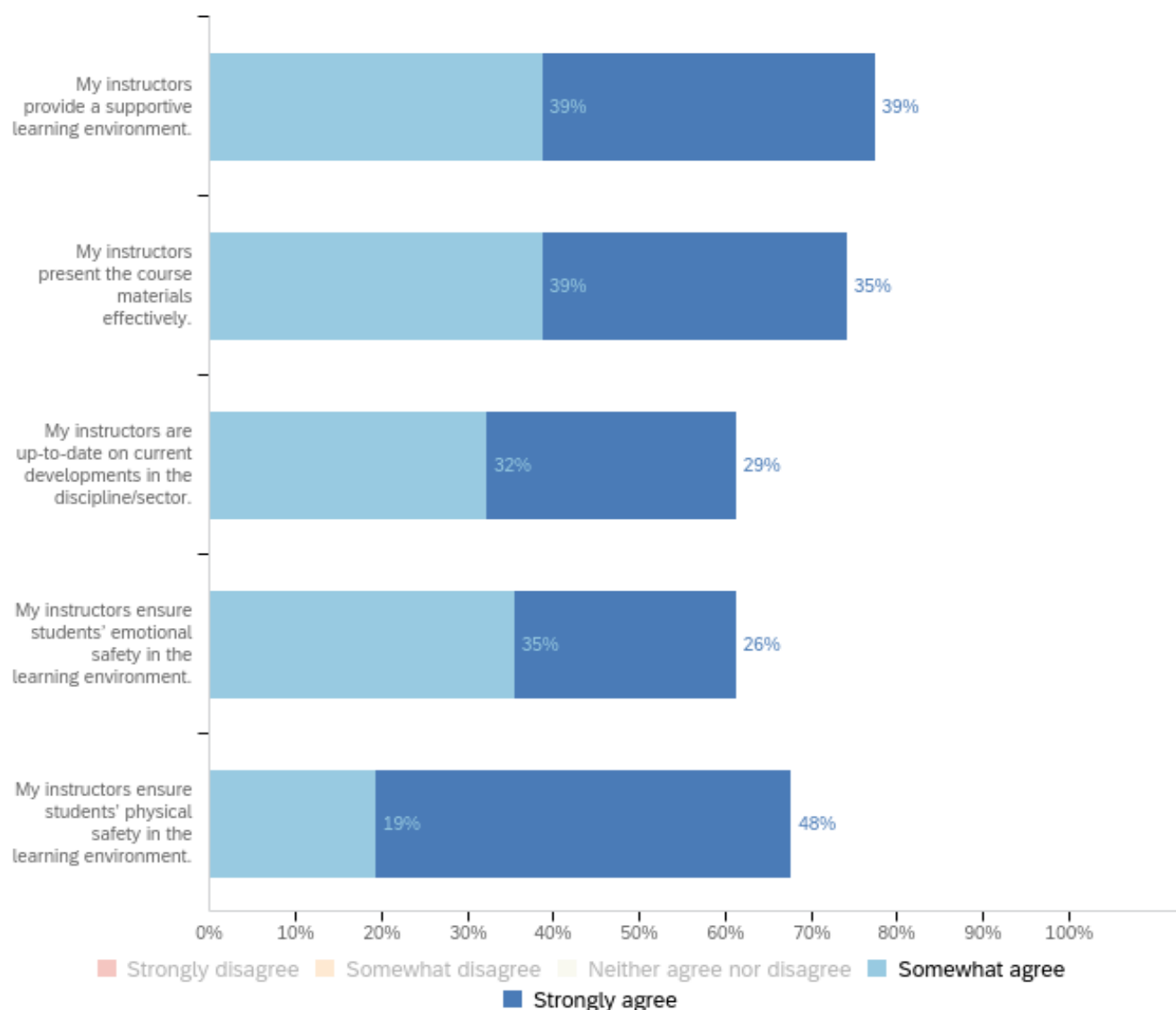
19 - Please provide the names of the courses you were not able to take in a timely manner.

Intro to health science and many electives
Organic Chemistry I and II Genetics (2320) Cell biology (2321) Nutrition (3225) Research methodology (3180)
Intro to health sciences & medical terminology
Biol 3180 Organic chemistry 2 (chem 2420) Biochemistry 1 (biol 2421)
Most of the HSCI courses, some biology and chemistry courses.
Biology courses
PHYS1101. HSCI2220. HSCI3225.
Mostly health science classes, bio classes for 3000 and higher are rarely offered every term and if they are offered it's always just one section making it hard to get in or fit with schedule. Such as human genetics not being offered for the past 2 semester.
HSCI 2220, SOCI 2280, MATH 1230
physics, cell biology, genetics, HSCI courses
Genetics and Molecular Genetics, Biochemistry, Medical Terminology, A&P, Bioinformatics, Advanced Cell Bio, Human Cardiovascular and Respiratory Systems
The electives that are offered only once a year primarily (e.g. Human Pathology, etc) and some first/second year courses before
medical terminology, chem 1210
Biol 3321, HSCI4380
medical terminology, calc 2
medical terminology
It took me more than a year to get into the medical terminology class. I only got in this year because they opened up a new section. All the health science classes r so limited and they always require a certain amount of credits.
Cell biology medical terminology anatomy and physiology
the next hsci after 1115
Medical terminology
pharmacology, nutrition, anatomy and physiology, cellular biochemistry
Genetics Cell Biology

20 - What is your preferred mode of course delivery for lectures?

#	What is your preferred mode of course delivery for lectures?	Percentage
1	Online	16%
2	In-person	45%
3	Hybrid (combination of online and in-person)	39%
	Total number of respondents	31

21 - Thinking of how the program content 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. 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 provide a supportive learning environment.	3%	10%	10%	39%	39%	31
2	My instructors present the course materials effectively.	0%	3%	23%	39%	35%	31
3	My instructors are up-to-date on current developments in the discipline/sector.	0%	3%	35%	32%	29%	31
4	My instructors ensure students' emotional safety in the learning environment.	3%	10%	26%	35%	26%	31
5	My instructors ensure students' physical safety in the learning environment.	0%	3%	29%	19%	48%	31

22 - Overall, how satisfied are you with the instruction you have received in KPU's Health Science degree 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 Health Science degree program?	Percentage
1	Very dissatisfied	3%
2	Somewhat dissatisfied	16%
3	Neither satisfied nor dissatisfied	23%
4	Somewhat satisfied	39%
5	Very satisfied	19%
	Total number of respondents	31

23 - Thinking of how instruction is delivered across the Health Science degree program as a whole, please indicate the strengths of the program instruction.

very understanding, very caring professors, care about your health and only want to see you succeed

there is focus on applications and learning things in discussions

instructors care to see and help students succeed and are well experienced in their field of teaching

i can see that some professors have a passion for what they are teaching, which really encourages students in learning and attending class. Also, it gives students the ability to feel more comfortable with their peers.

fair difficulty

There is group work with some sections

The instructors are really knowledgeable in their respective fields. I like how health science is more tailored to human health than animals/plants. I most especially like the integration of social science courses and specific hsci courses that talk about specific topics.

The instruction in KPU's Health Science degree program has several strengths. Small class sizes allow for more personalized learning and interaction with instructors. Hands-on learning through labs and research projects helps students apply theoretical knowledge. Experienced faculty bring real-world expertise, enhancing the learning experience. Interactive teaching methods, such as group discussions and case studies, encourage critical thinking. Additionally, the program's focus on interdisciplinary learning helps students gain a broad understanding of health sciences.

The availability

The Health Science degree program at KPU has several strengths in how instruction is delivered that I really appreciate. One of the key strengths is the emphasis on hands-on learning. I find that many courses incorporate practical experiences, like lab work and community projects, which help me apply theoretical knowledge in real-world situations. Another strength is the diverse range of teaching methods used. I enjoy how instructors utilize lectures, discussions, and group work, catering to different learning styles and keeping me engaged. This variety makes the learning experience dynamic and interesting. Additionally, I value the experienced faculty who bring real-world expertise into the classroom. Their insights and experiences enrich my learning environment and provide me with valuable industry knowledge. Lastly, the program encourages collaboration among students, fostering a sense of community and teamwork, which I find essential for preparing for the collaborative nature of the healthcare field. Overall, these strengths contribute to a well-rounded educational experience in the Health Science degree program.

Some courses are offered online and blended. The instructors are great.

Mostly in person good for students who feel the need to be physically present

It is easy to remember the assignments that need to be done as the professor sends an email each week reminding us

Instructors always available for questions after class.

Instruction was mostly clear. In most cases, the instruction of material matched up well with the level of detail asked in exams.

I like that important courses are offered in person, with electives being offered online or hybrid.

Heavy emphasis on base sciences give lots of scaffolding to build medical knowledge on Kind professors who communicate well for the most part

24 - Thinking of how instruction is delivered across the Health Science degree program as a whole, please identify any gaps and/or provide suggestions you have for improvement in program instruction.

A regular student spends 3 hours in class, whereas a Health Science student spends 7 hours for one class per week (2 hour lectures twice a week + 3 hour lab). This makes managing life extremely difficult as many of us have MULTIPLE LABS. Last semester, I had 3 courses alongside 3 labs, this semester I have 5 courses alongside 2 labs. I think it would be beneficial to have some labs "optional" since they aren't required for many post graduate studies (like dentistry and medicine). In fact, I've had some courses (ex [Course Name Redacted]) where the lab component was so heavy that I would spend 75% of the

course preparing and completing lab reports, than even studying for the course lecture, even though the lab is only worth 25-30% of the final grade.

Emphasize the sociological/ anthropological aspects of health more to provide a more balanced program

HSCI & BIOL courses offered each semester are not sufficient.

I do think that some presentations of the material could be condensed or simplified as some professors are explaining things in such a complex manner. Communication between professors about what topics were taught about in depth and what was not.

In first and second year classes, more practice material would have been good.

KPU's Health Science program instruction could improve by incorporating more hands-on learning opportunities, such as internships and clinical placements, to provide real-world experience. Increasing the use of technology and simulation tools would enhance practical learning. More guest lectures from industry professionals could offer insights into current healthcare trends.

Many instructors teach the material in an awkward order, do not teach enough and do not establish connections between topics which can make learning much more difficult. Many times what is thought and assessed are at very different levels. Many times instructors are vague. A few times I had to essentially teach the entire course to myself (which I did not enjoy) due to instructors merely guiding and not fully instructing.

Other than what I have already stated, I think fostering a more unified front for Health Science majors because I've felt that we have been "floaters" we don't have a home base so to speak, compared to other majors. We often get so intertwined with biology majors and sometimes competing seats too. So there's no distinction at times of what sets us apart from biology and other majors, and socializing among our fellow health science majors don't really happen. We only get the opportunity when we become classmates but nothing beyond that.

The assignments are not the same as what we learn in class so most of the time, we have to find external sources to learn the material

There needs to be more practical opportunities

While I appreciate many aspects of the Health Science degree program at KPU, I see some gaps in the instruction delivery. One area for improvement is the inclusion of more online and hybrid learning options. This could provide greater flexibility for students who may have other commitments. I also think there should be a stronger focus on current health technologies and informatics. Integrating courses on these topics would better prepare us for the evolving healthcare landscape. Additionally, more emphasis on mental health and wellness in the curriculum could enhance our understanding of holistic care. Lastly, I believe that incorporating more guest speakers from various health sectors could provide valuable insights and networking opportunities. These changes could help make the program even more relevant and comprehensive.

Wish there were more fully online classes and availability of classes some classes are only valuable in one specific semesters so everyone applies for those classes trying to get in

needs more passion from instructors

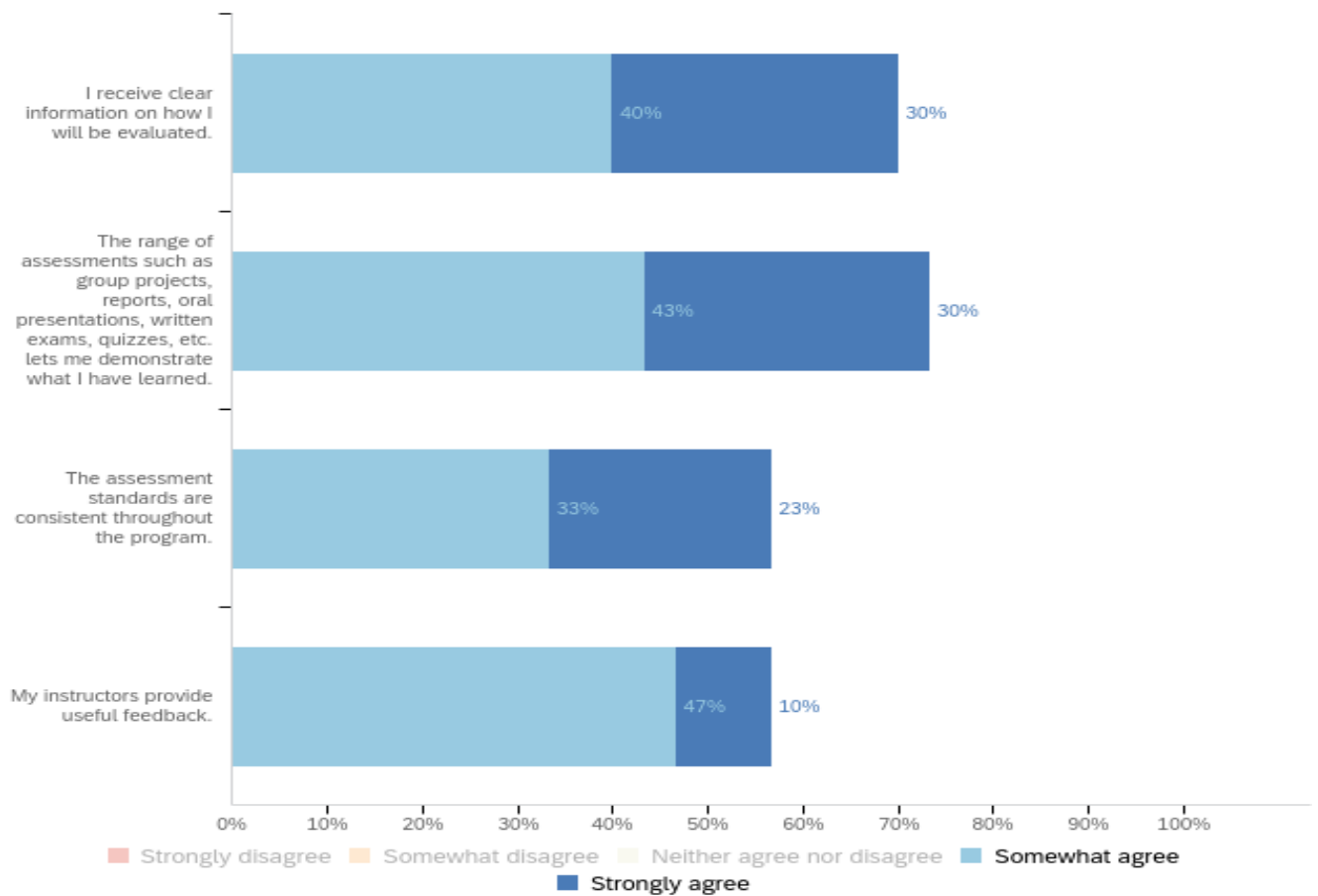
needs more spots for core classes

showing enthusiasm for the course has a major impact on learning, some instructors show more enthusiasm than others.

some professors tend to overlook on spending more time on thoroughly explaining challenging topics as they don't want to fall behind on content, therefore i feel content should be revised so that it can sufficiently be taught and extra time needs to be allotted for professors to teach challenging topics

talking more about real world applications. exploring different ways of teaching that can make class more appealing

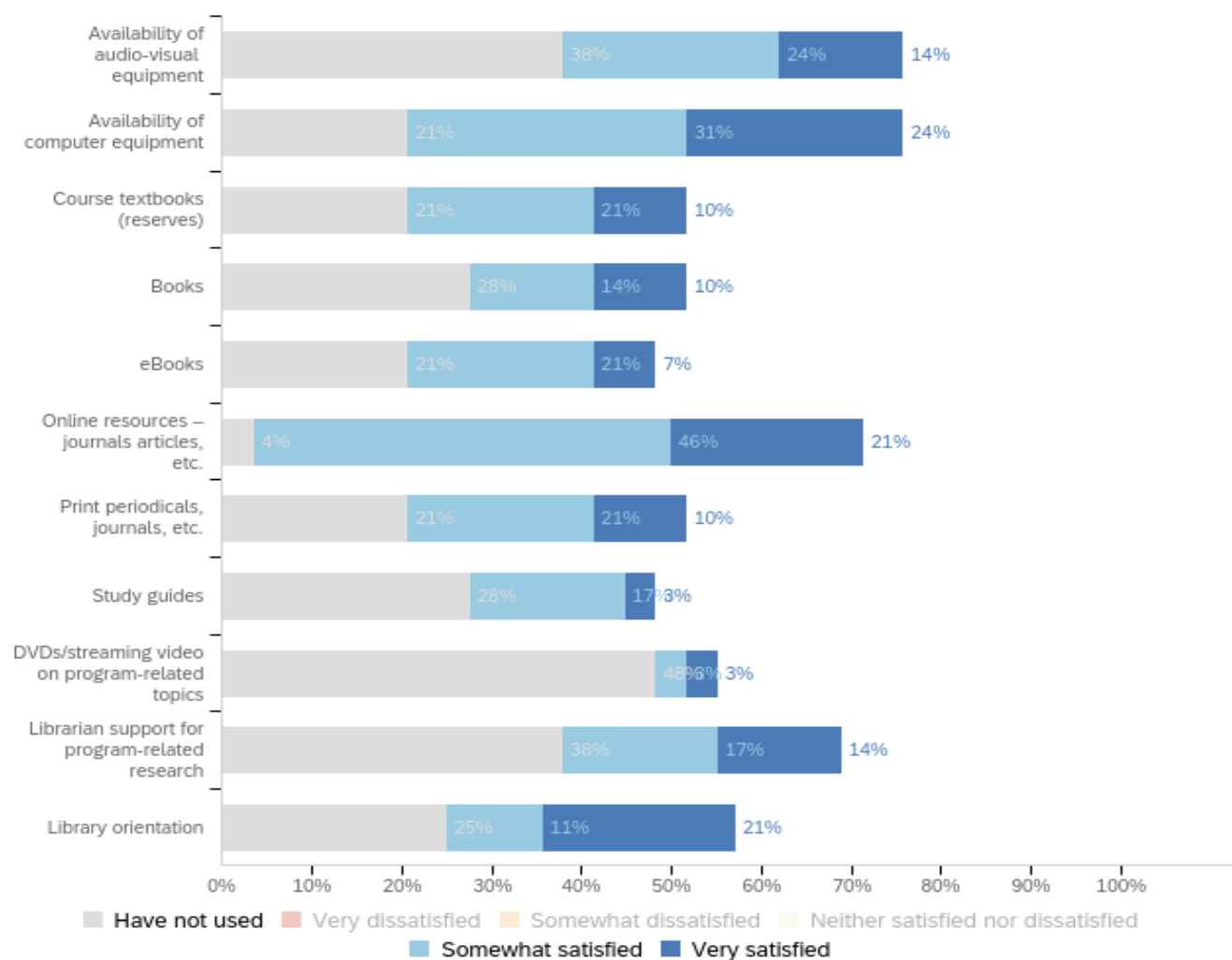
25 - Thinking of how learning is assessed in the program as a whole, indicate your agreement with the following.



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 receive clear information on how I will be evaluated.	0%	10%	20%	40%	30%	30
2	The range of assessments such as group projects, reports, oral presentations, written exams, quizzes, etc. lets me demonstrate what I have learned.	3%	20%	3%	43%	30%	30
3	The assessment standards are consistent throughout the program.	7%	23%	13%	33%	23%	30
4	My instructors provide useful feedback.	7%	17%	20%	47%	10%	30

26 - How satisfied are you with the following library resources as they apply to KPU's Health Science degree program?

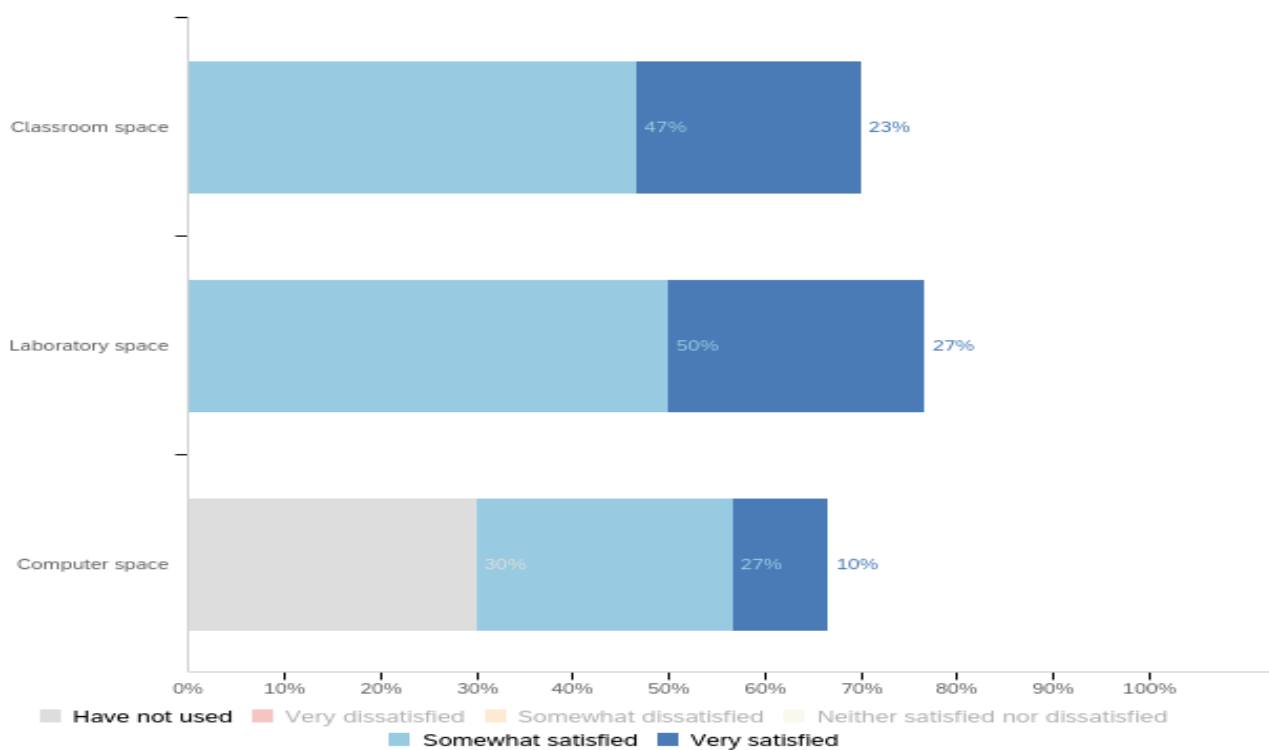


Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Have not used	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Total
1	Availability of audio-visual equipment	38%	0%	3%	21%	24%	14%	29
2	Availability of computer equipment	21%	0%	0%	24%	31%	24%	29
3	Course textbooks (reserves)	21%	10%	14%	24%	21%	10%	29
4	Books	28%	7%	10%	31%	14%	10%	29
5	eBooks	21%	7%	7%	38%	21%	7%	29
6	Online resources – journals articles, etc.	4%	0%	0%	29%	46%	21%	28

7	Print periodicals, journals, etc.	21%	0%	10%	38%	21%	10%	29
8	Study guides	28%	0%	17%	34%	17%	3%	29
9	DVDs/streaming video on program-related topics	48%	7%	0%	38%	3%	3%	29
10	Librarian support for program-related research	38%	3%	0%	28%	17%	14%	29
11	Library orientation	25%	4%	11%	29%	11%	21%	28

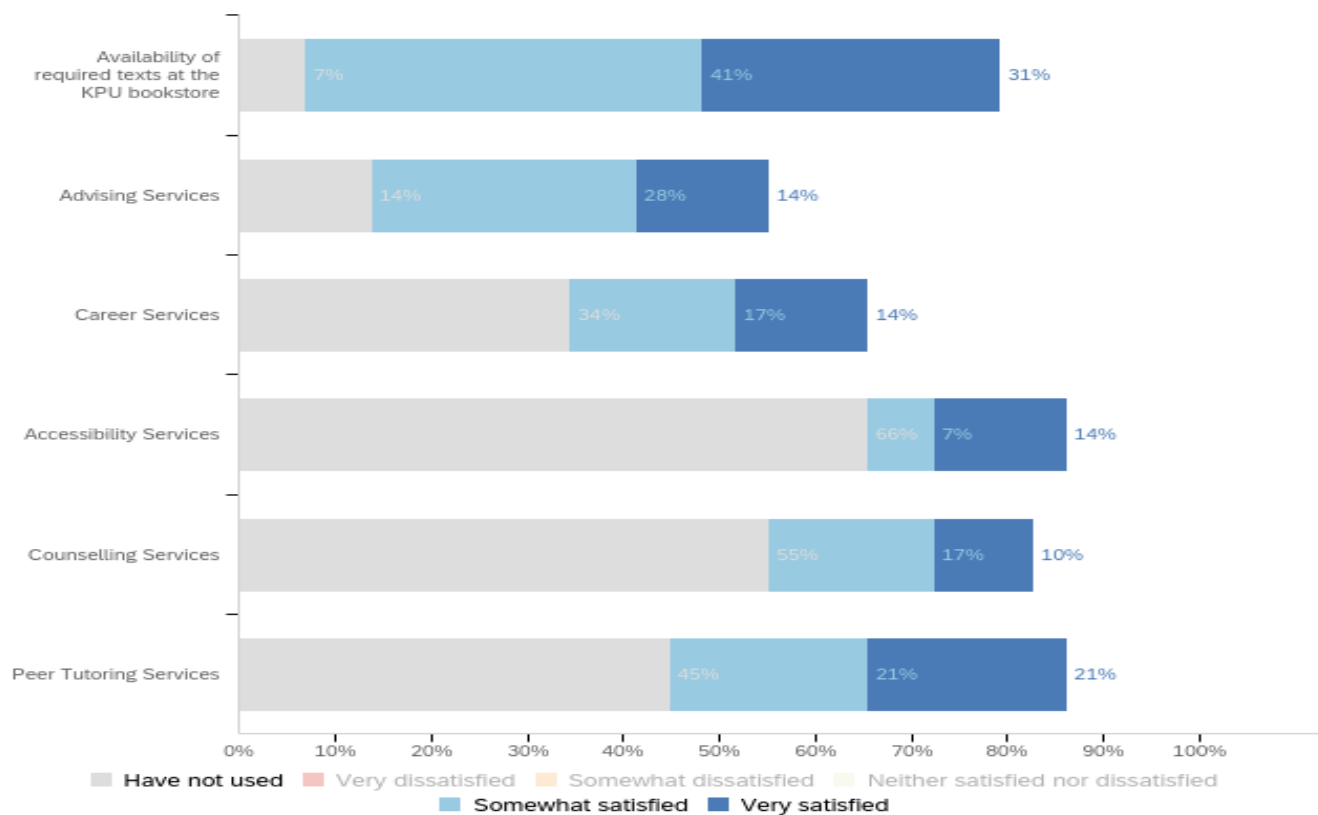
27 - How satisfied are you with the following facilities as they apply to KPU's Health Science degree program?



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.

#	Question	Have not used	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Total
1	Classroom space	0%	3%	17%	10%	47%	23%	30
2	Laboratory space	0%	0%	13%	10%	50%	27%	30
3	Computer space	30%	0%	7%	27%	27%	10%	30

28 - How satisfied are you with the following as they apply to KPU's Health Science degree 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.

#	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	7%	0%	7%	14%	41%	31%	29
2	Advising Services	14%	10%	14%	21%	28%	14%	29
3	Career Services	34%	3%	17%	14%	17%	14%	29
4	Accessibility Services	66%	0%	3%	10%	7%	14%	29
5	Counselling Services	55%	3%	7%	7%	17%	10%	29
6	Peer Tutoring Services	45%	0%	0%	14%	21%	21%	29

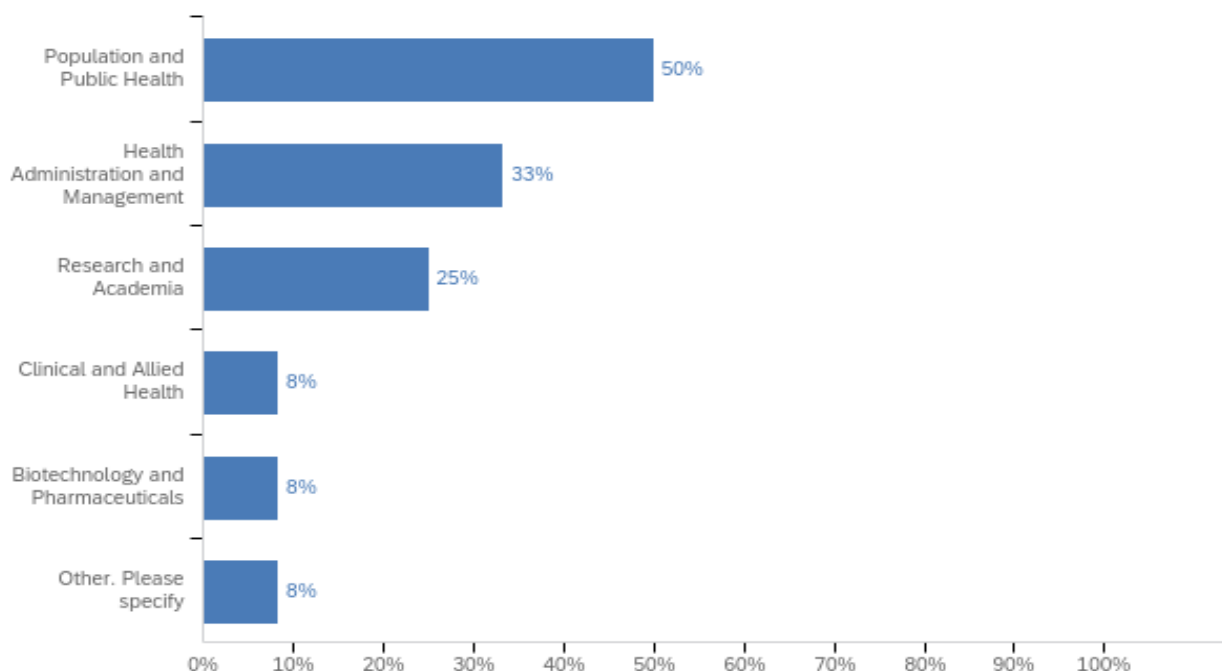
Appendix E – Discipline / Sector Survey Tabular Results and Comments

Health Science Program Review – Discipline/Sector Survey Results

The discipline/sector survey was sent to 42 Health Science discipline/sector representatives. A total of 12 representatives responded. The response rate is 29%.

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 - Which area of health science are you employed in? Select all that apply.



#	Answer	Percentage	Count
1	Population and Public Health	50%	6
2	Health Administration and Management	33%	4
3	Research and Academia	25%	3
4	Clinical and Allied Health	8%	1
5	Biotechnology and Pharmaceuticals	8%	1
6	Other. Please specify	8%	1
	Total number of respondents		12

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

Patient Engagement

2 - What is your current job title/role?

Senior Policy Analyst

Senior Manager of Community Health and Specialized (Violence Prevention) Programs

Regional Maternal-Child Health Leader

Public Health Dietitian

Positive and adverse childhood experiences community health specialist

Manager, Clinical Trials and Business Development

Instructor

Executive Director

Executive Director

Director, Quality

Community Health Specialist

Clinical Practice Consultant

3 - How familiar are you with KPU's Health Science degree program?



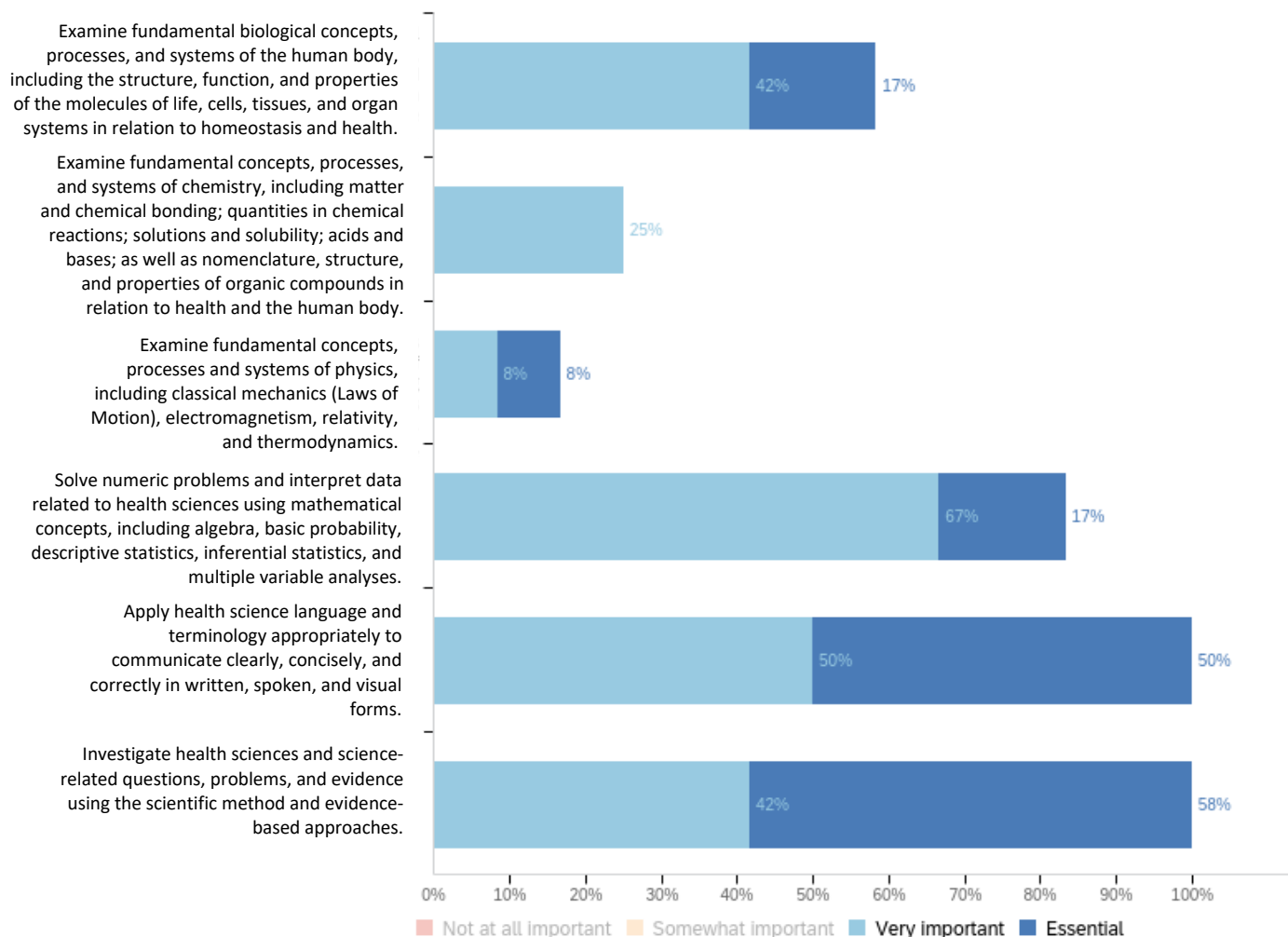
Note that “not at all familiar” and “slightly familiar” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all familiar” and “slightly familiar” categories

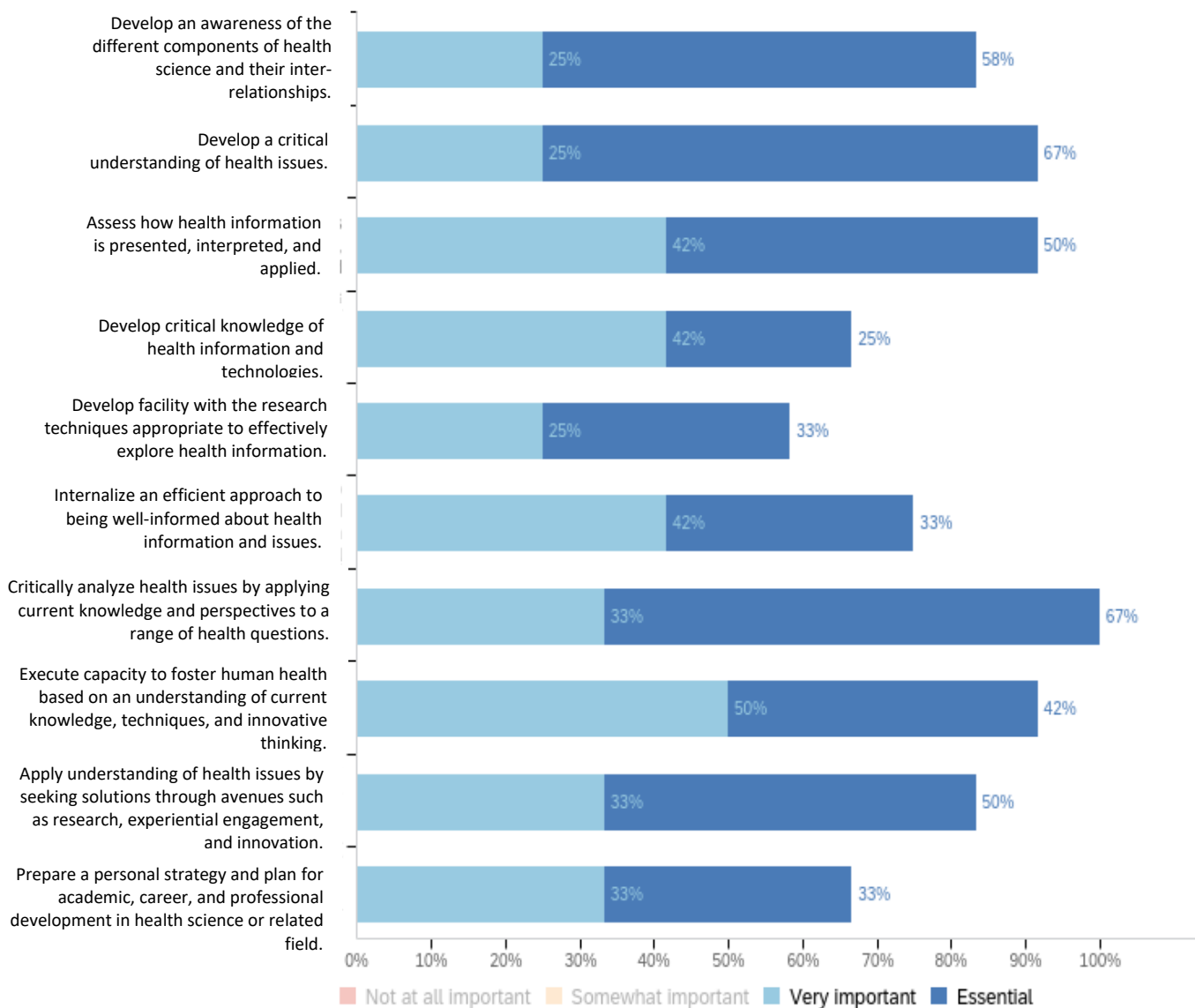
#	How familiar are you with KPU's Health Science degree program?	Percentage
1	Not at all familiar	8%
2	Slightly familiar	42%
3	Moderately familiar	42%
4	Very familiar	8%
	Total number of respondents	12

4 - When you think about KPU's Health Science degree program, what are the top three characteristics that come to mind?

Characteristic #1	Characteristic #2	Characteristic #3
research and evidence-based	multidisciplinary	clinical experience
practical	local	hands-on
understand health research and data	career in health care	preparation for graduate studies
Clinical	Evidence-based	Competitive
Small classes	Career focus	Foundational knowledge
Hands-On Learning		

5 - Considering the needs and expectations of your organization and/or health sector, 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	Examine fundamental biological concepts, processes, and systems of the human body, including the structure, function, and properties of the molecules of life, cells, tissues, and organ systems in relation to homeostasis and health.	17%	25%	42%	17%	12
2	Examine fundamental concepts, processes, and systems of chemistry, including matter and chemical bonding; quantities in chemical reactions; solutions and solubility; acids and bases; as well as nomenclature, structure, and properties of organic compounds in relation to health and the human body.	33%	42%	25%	0%	12
3	Examine fundamental concepts, processes and systems of physics, including classical mechanics (Laws of	33%	50%	8%	8%	12

#	Question	Not at all important	Somewhat important	Very important	Essential	Total
	Motion), electromagnetism, relativity, and thermodynamics.					
4	Solve numeric problems and interpret data related to health sciences using mathematical concepts, including algebra, basic probability, descriptive statistics, inferential statistics, and multiple variable analyses.	0%	17%	67%	17%	12
5	Apply health science language and terminology appropriately to communicate clearly, concisely, and correctly in written, spoken, and visual forms.	0%	0%	50%	50%	12
6	Investigate health sciences and science-related questions, problems, and evidence using the scientific method and evidence-based approaches.	0%	0%	42%	58%	12
7	Develop an awareness of the different components of health science and their inter-relationships.	0%	17%	25%	58%	12
8	Develop a critical understanding of health issues.	0%	8%	25%	67%	12
9	Assess how health information is presented, interpreted, and applied.	0%	8%	42%	50%	12
10	Develop critical knowledge of health information and technologies.	0%	33%	42%	25%	12
11	Develop facility with the research techniques appropriate to effectively explore health information.	0%	42%	25%	33%	12
12	Internalize an efficient approach to being well-informed about health information and issues.	0%	25%	42%	33%	12
13	Critically analyze health issues by applying current knowledge and perspectives to a range of health questions.	0%	0%	33%	67%	12
14	Execute capacity to foster human health based on an understanding of current knowledge, techniques, and innovative thinking.	0%	8%	50%	42%	12
15	Apply understanding of health issues by seeking solutions through avenues such as research, experiential engagement, and innovation.	0%	17%	33%	50%	12
16	Prepare a personal strategy and plan for academic, career, and professional development in health science or related field.	8%	25%	33%	33%	12

6 - What other skills, training, or knowledge (e.g., scientific writing, data analysis, project management, intercultural competence, etc.) should an entry-level applicant have to be hired into your organization?

healthcare report writing, jurisprudence competency and law

community experience and be able to write in plain language. Many new graduates do not understand how to communicate in a plain language to the public. Also community engagement is important in community and public health work.

community and population based understanding. strong communication. flexibility, adaptability and multi-taskings. critical thinking.

We expect a basic understanding of the social determinants of health/social inequities and health. Program planning and evaluation skills are not required for every position, but can make a recent graduate much more employable, as there is a growing emphasis on structured quality improvement initiatives.

Teamwork, and strong oral and written communication

Project Management, Knowledge Translation/Dissemination

Other skills an entry-level applicant to research include: 1. Understanding research principles, study design, research ethics, confidentiality and privacy of human subjects/patients, 2. familiarity with current health agency regulations and standards in clinical research ex. Good Clinical Practice and TCPS2. 3. prior exposure to work in a clinical setting (e.g., shadowing/volunteering in the hospital) 4. experience with data collection, good documentation practices

Health knowledge translation Interprofessional collaboration

Compassion and application of person-centred approach to care at all levels of healthcare (from the bedside to the boardroom).

Community collaboration, advocacy, evaluation and policy review

Basic understanding of healthcare systems in BC, familiarity with patient safety, quality principles and healthcare regulations, awareness of equity, diversity and inclusivity and patient-centered care

1. culturally-safe and trauma-informed approach to health literacy, 2. knowledge of social determinants of health. 3. knowledge of the non-profit settlement sector including funding structures, grant writing and understanding the scope of the work we do as non profits.

7 - What are the emerging trends in the health sector that KPU Health Science students should be prepared for? These trends might include technology, sustainability, and innovation. Please be as specific as you are able to.

planetary health, sustainability, Indigenous health, racism.

innovation in interdisciplinary healthcare

how to embed equity into their everyday work. For example, when developing public policies or programming, need to consider who are the beneficiaries of these policies and programs. How do we support those who are most vulnerable in our community.

Virtual Health Person-centred Care Compassion Planetary Health

Use of Artificial Intelligence (AI), Workforce Optimization

The emergent shift to Public Health and Community Health sector where health starts when we're healthy, not when we're sick. Navigating BC Health including advocating for culturally-safe ways to achieve health for clients/patients.

Planetary health, EDI, Access and Flow principles, Outcomes, Quality, Systems thinking, creativity and innovation, Artificial Intelligence, Big Data Analytics, Health information systems, Predictive Modeling

Mental wellness

Emerging trends include AI driven diagnostics, telemedicine, wearable tech, and big data transforming healthcare. HSc students can prepare by exploring health informatics, AI in medicine, data analysis. Learning basic coding, statistics and electronic health records systems will be valuable along with collaborating across disciplines to understand emerging technologies shaping patient care.

Biologics therapies AI technologies

As we expand our use of technology and AI, we are all learning quickly about the strengths, limitations, and ethics of using these technologies. If students could receive some basic exposure to these concepts, this could be a benefit. We are also strengthening our capacity to address planetary health and the effects of climate change on population health and wellbeing (physical, mental, emotional and social). If the students can have some understanding of the health impacts as well as the role of health systems in addressing climate change and promoting planetary health, this could be beneficial.

8 - What is your assessment of the Health Science degree program's curriculum? Have you identified any particularly noteworthy elements, significant gaps, or aspects that you found perplexing?

I would say that the current curriculum has a lot of focus on the science of healthcare (for example the majority of courses are related to anatomy and physiology) and less emphasis on the art of healthcare (for example relationship building, change

management, education theory, team-based care, equity, diversity, and inclusion, person-centred care, cultural safety). It would be great to have a better balance between the science of healthcare and the art of healthcare. A great deal of focus within healthcare right now is related to the art of healthcare. Also, it would be good to include courses related to upcoming health priorities and advancements such as Artificial Intelligence, planetary health, virtual health, and primary care models.

The clinical structures and courses of the program is robust. If the outcomes are to prepare students for health policy, research, management, sales and education - the gaps on courses I see are the following: community/public health, health leadership, health economics (\$ we save/spend), and perhaps an elective about BC Healthcare Navigation where the graduands will have basic understanding about the connections we have in BC - Ministry of Health, Health Authorities, doctors, clinicians, community nurses, ICBC, WorkSafe BC, MCFD, MPSSG, etc, and how all these affect our health, and how they can be better equipped with resources for their clients, as well as be better informed of our provincial systems.

I think focus on statistics should include queuing theory for access and flow, shewhart charts and data visualization. Patient Safety like just culture, fundamentals of quality, big data analytics and artificial intelligence, data management and visualization, diversity, equity and inclusivity, planetary health. Project management, Agile, health information systems. Fraser Health is using Model for Improvement for Quality activities- this should be a stand alone subject. Soft skills like human factors, just culture and Communication skills should be considered as well.

- Lack of stream options for building specific/niche skillsets - Dedicated practicum/experiential learning opportunities

Has limited application to the profession I represent

The **[Course Name Redacted]** seems to focus a lot on macronutrients (carbohydrates, lipids, and protein) and micronutrients (vitamins and minerals) and its role in regulating and promoting health. Need to take a more holistic look at the role of nutrition. Not only focus on its role in the prevention of chronic illnesses. Need to look at the broader social determinants of health and the impact of diet culture. Need to critically examine weight bias and its impact including who is funding weight science and who is benefiting in the name of wellness.

HSc students can prepare by exploring health informatics, AI in medicine, data analysis. Learning basic coding, statistics and electronic health records systems will be valuable along with collaborating across disciplines to understand emerging technologies shaping patient care.

I feel that the required courses make sense for a Bachelor of Science degree. Those alone may not make a graduate particularly employable in the field of public health, but it looks like there are electives that they could take to boost their skills related to population and public health. Having more electives that align with the PHAC's Core Competencies for Public Health in Canada may benefit those students who want to pursue public health. Some of the core competencies content that could be strengthened within the curriculum include applying evidence (i.e., using the hierarchy of evidence - we won't always have RCTs in Public Health, so students need to know how to assess and interpret qualitative data and population level data) and identifying, assessing and proposing policy options to address health issues.

I like the balanced nature of the curriculum that emphasizes both basic sciences but also valuable competencies, such as science writing and research methodology.

Do not need biology, chemistry, algebra

9 - Which of the following best describes your previous experience with student(s) and/or alumni in KPU's Health Science program? Please select all that apply.

#	Answer	Percentage	Count
1	I have hosted KPU Health Science co-operative (co-op) education student(s).	8%	1
2	I have worked with KPU student(s) on work-integrated course project(s).	25%	3
3	I have worked with KPU practicum or volunteer placement student(s).	25%	3
4	I have worked with KPU Health Science alumni.	33%	4
5	None of the above	42%	5
Total number of respondents			12

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%.

10 - Based on your experience, how prepared were KPU's Health Science co-op student(s) to work in your organization?

Not enough responses to report.

11 - Based on your experience, how prepared were KPU's Health Science practicum or volunteer placement student(s) to work in your organization?

#	Based on your experience, how prepared were KPU's Health Science practicum or volunteer placement student(s) to work in your organization?	Percentage
1	Not at all prepared	0%
2	Somewhat prepared	100%
3	Very well prepared	0%
4	Extremely well prepared	0%
	Total number of respondents	3

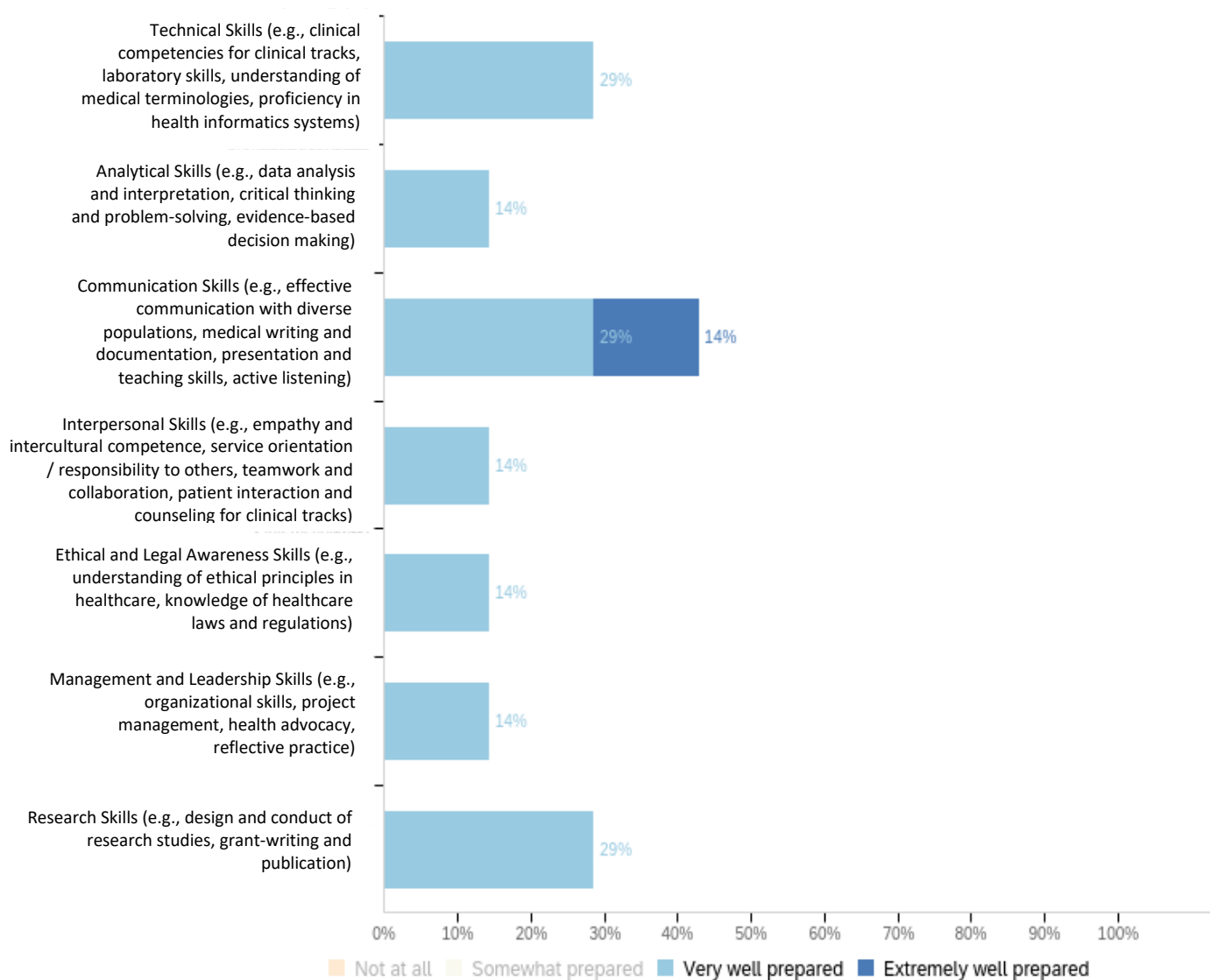
12 - Based on your experience, how prepared were KPU's Health Science student(s) you worked on work-integrated course project(s)?

#	Based on your experience, how prepared were KPU's Health Science student(s) you worked on work-integrated course project(s)?	Percentage
1	Not at all prepared	0%
2	Somewhat prepared	100%
3	Very well prepared	0%
4	Extremely well prepared	0%
	Total number of respondents	3

13 - Based on your experience, how prepared were KPU's Health Science alumni to work in your organization?

#	Based on your experience, how prepared were KPU's Health Science alumni to work in your organization?	Percentage
1	Not at all prepared	0%
2	Somewhat prepared	75%
3	Very well prepared	25%
4	Extremely well prepared	0%
	Total number of respondents	4

14 - How prepared were KPU's Health Science student(s) you worked with in the following areas?



Note that “not at all” and “somewhat prepared” 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 prepared” categories.

#	Question	Not at all	Somewhat prepared	Very well prepared	Extremely well prepared	Total
1	Technical Skills (e.g., clinical competencies for clinical tracks, laboratory skills, understanding of medical terminologies, proficiency in health informatics systems)	29%	43%	29%	0%	7
2	Analytical Skills (e.g., data analysis and interpretation, critical thinking and problem-solving, evidence-based decision making)	0%	86%	14%	0%	7
3	Communication Skills (e.g., effective communication with diverse populations, medical writing and documentation, presentation and teaching skills, active listening)	14%	43%	29%	14%	7

#	Question	Not at all	Somewhat prepared	Very well prepared	Extremely well prepared	Total
4	Interpersonal Skills (e.g., empathy and intercultural competence, service orientation / responsibility to others, teamwork and collaboration, patient interaction and counseling for clinical tracks)	0%	86%	14%	0%	7
5	Ethical and Legal Awareness Skills (e.g., understanding of ethical principles in healthcare, knowledge of healthcare laws and regulations)	43%	43%	14%	0%	7
6	Management and Leadership Skills (e.g., organizational skills, project management, health advocacy, reflective practice)	29%	57%	14%	0%	7
7	Research Skills (e.g., design and conduct of research studies, grant-writing and publication)	14%	57%	29%	0%	7

15 - Please comment on how well the program is preparing students for work.

The prepare can better prepare students for work by adding health informatics, AI in medicine, data analysis. Learning basic coding, statistics and electronic health records systems will be valuable along with collaborating across disciplines to understand emerging technologies shaping patient care.

The most important consideration for me is whether someone is willing to seek feedback and learn from others in the organization. I have always been very impressed with KPU's students' ability to self-reflect and explore areas where they can grow. This is one of the greatest strengths they can bring to their work.

The challenge I had was not knowing what the expectations were for the student. I didn't receive any direction from faculty related to how much time the students should be dedicated to working with me, did they have any deliverables, what was my role. It would have been great to have had an orientation to hosting a student.

If it's clinical, they are prepared with major gaps in Indigenous understanding that can be quite harmful. If it's community-based work, there needs some work to be done.

16 - How satisfied are you with the opportunities you have to stay connected to KPU's Health Science degree 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 Health Science degree program?	Percentage
1	Very dissatisfied	8%
2	Somewhat dissatisfied	0%
3	Neither satisfied nor dissatisfied	50%
4	Somewhat satisfied	25%

5	Very satisfied	17%
	Total number of respondents	12

17 - What can KPU's Health Science degree program do to build better connections with the discipline/sector? (e.g., host networking events, engage in research projects with industry, hold career panels, etc.)

Updates on where students are placed. Regular communication related to how to apply for students. More opportunities to provide feedback on the curriculum. Opportunities to present to students.

The profession represented by my organization is not an educational focus of KPU

Networking

In addition to networking and holding career panels, KPU could identify specific competencies that are desirable within the sector and perhaps provide flexible learning opportunities to help bridge the gap between a foundational degree and a complete professional skillset.

I think they are doing a great job trying to work with community partners.

I really value the KPU's collaboration with community partners and health authorities in connecting research to real life health and social issues impacting the community. KPU's involvement in the community food security table has been really valuable and instrumental to many projects and initiatives. We look forward to continued partnership with KPU.

Facilitating connections and practicum not only in clinical based facilities.

Dialogue with organizations for partnerships.

- Career Panels - Networking Events - Newsletter

18 - 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	8%
2	Somewhat interested	67%
3	Very interested	25%
	Total number of respondents	12

19 - Please share any project ideas you have to connect program students with the industry.

Presentations to students about person-centred care and compassion. Awareness of what students area of interest are.

Patient Engagement and Equity, Diversity, and Inclusion Patient Engagement and impact evaluation

Practicum especially in our social prescription programs and violence prevention programs. Also having some community-based events.

I teach at Douglas College and we develop streams for volunteer opportunities and student placement. Some of the projects the students are working on include high impact high priority projects like addiction, access to care, mental health issues etc

In Public Health, we often have community engagement and health promotion projects that offer on-the-ground experience in community. Students could be connected to those opportunities through our public health programs.

I think overall there could be more cross-collaboration between local public post-secondary institutions. KPU Health Science could be a feeder into career-specific programs at BCIT. Alternatively, there could be an option for KPU students to satisfy 4th year requirements with courses from UBC or SFU. This would allow students to better tailor their learning journey to their specific career goals.

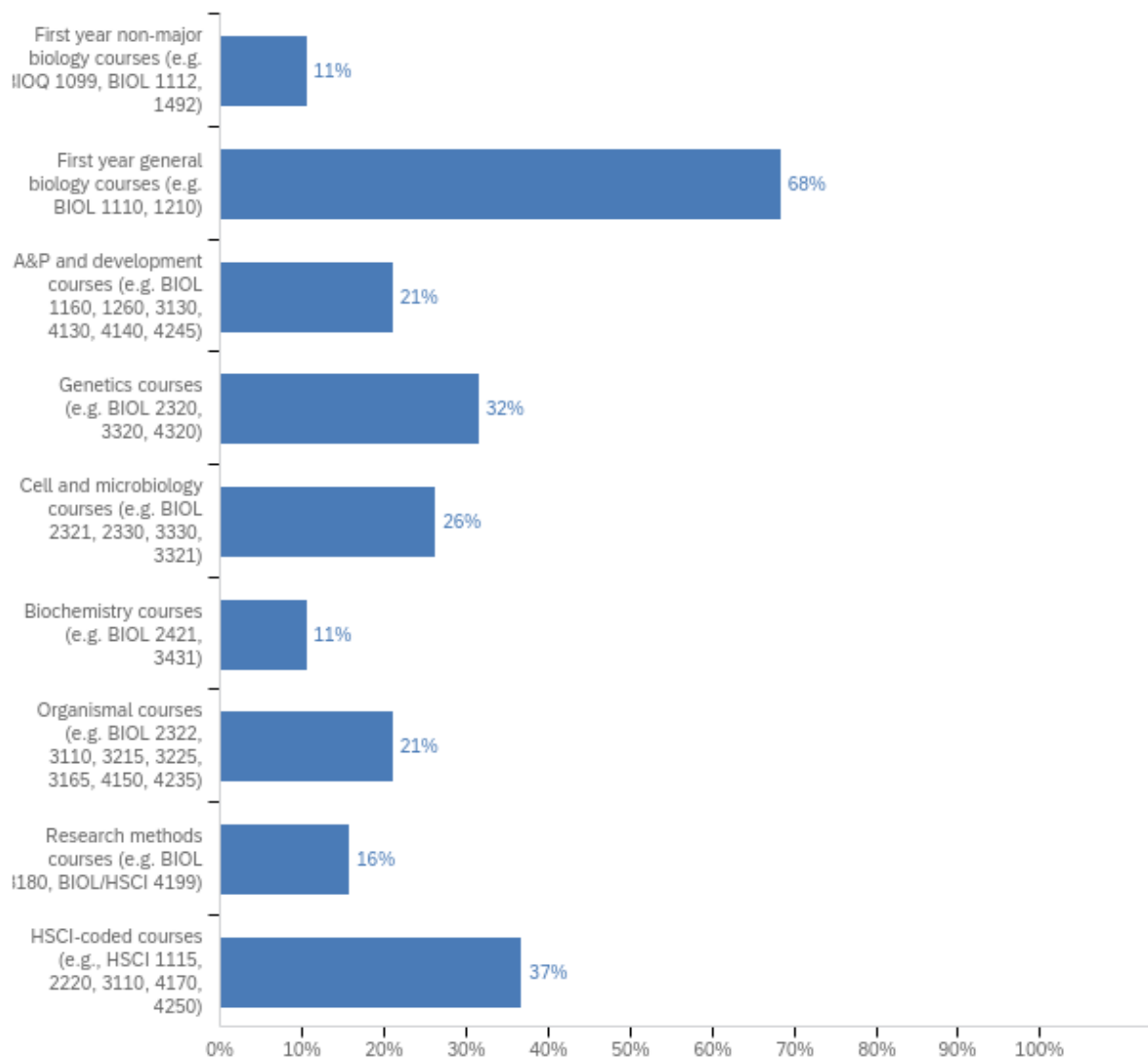
Appendix F - Faculty Survey Tabular Results and Comments

Health Science Program Review - Faculty Survey Results

The faculty survey was sent to 24 Health Science faculty members. A total of 19 faculty members responded. The response rate is 79%.

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.

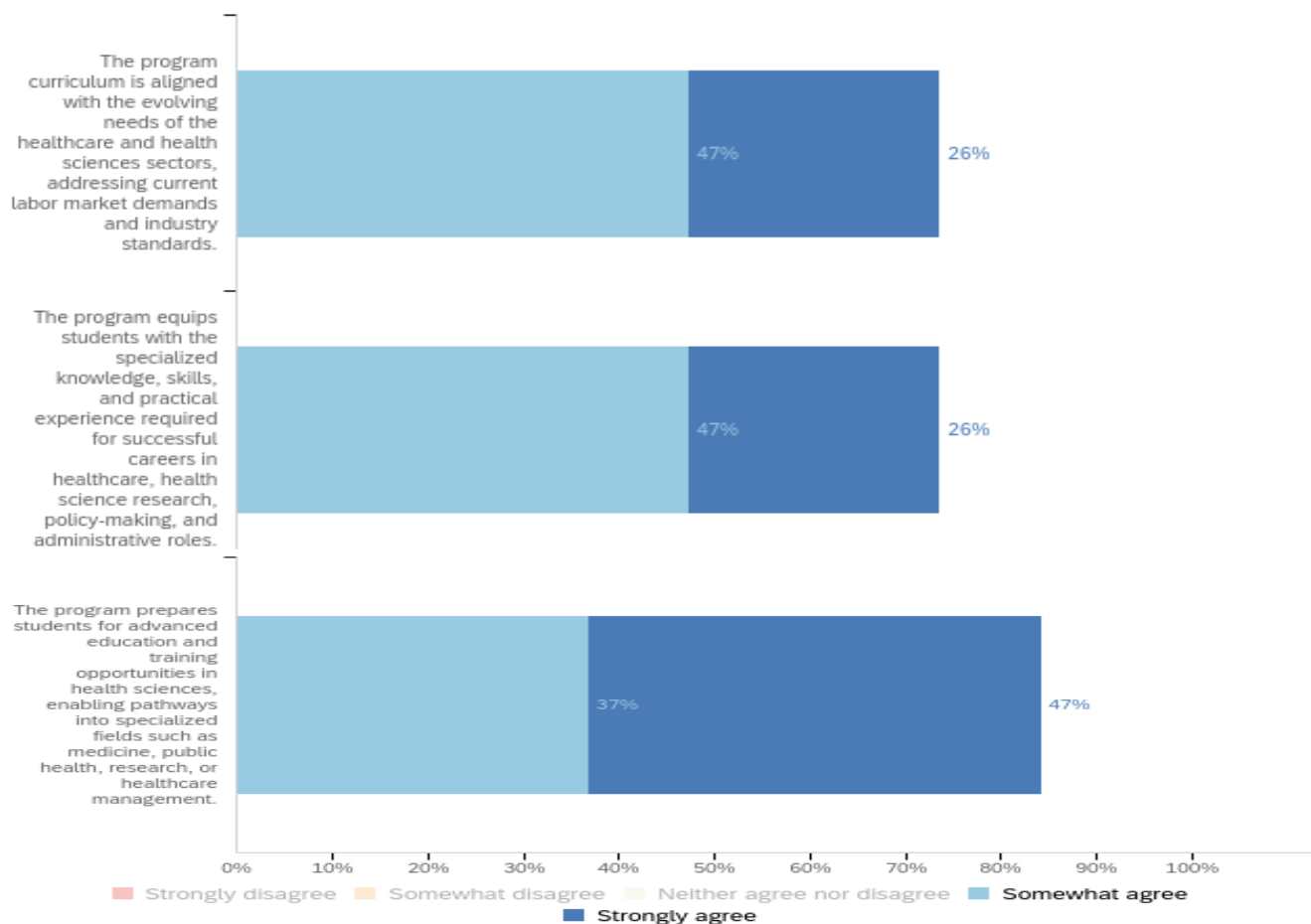
1. Which courses do you teach in KPU's Health Science degree program? Please select all that apply.



#	Answer	%	Count
1	First year non-major biology courses (e.g. BIOQ 1099, BIOL 1112, 1492)	11%	2
2	First year general biology courses (e.g. BIOL 1110, 1210)	68%	13
3	A&P and development courses (e.g. BIOL 1160, 1260, 3130, 4130, 4140, 4245)	21%	4
4	Genetics courses (e.g. BIOL 2320, 3320, 4320)	32%	6
5	Cell and microbiology courses (e.g. BIOL 2321, 2330, 3330, 3321)	26%	5
6	Biochemistry courses (e.g. BIOL 2421, 3431)	11%	2
7	Organismal courses (e.g. BIOL 2322, 3110, 3215, 3225, 3165, 4150, 4235)	21%	4
8	Research methods courses (e.g. BIOL 3180, BIOL/HSCI 4199)	16%	3
9	HSCI-coded courses (e.g., HSCI 1115, 2220, 3110, 4170, 4250)	37%	7
	Total number of respondents		19

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%.

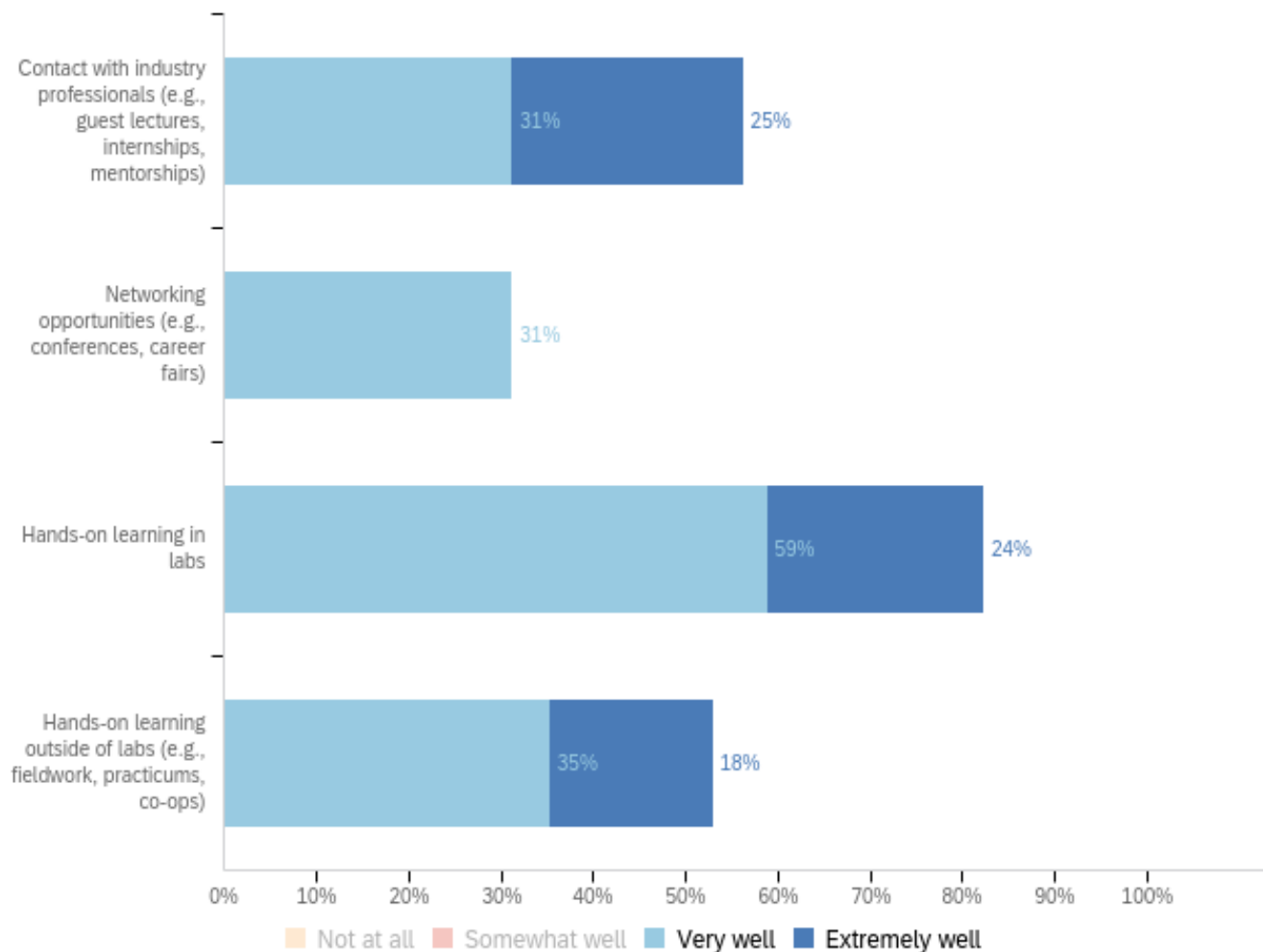
2. Thinking of KPU's Health Science degree program as a whole, indicate the extent you agree with the following.



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	The program curriculum is aligned with the evolving needs of the healthcare and health sciences sectors, addressing current labor market demands and industry standards.	5%	16%	5%	47%	26%	19
2	The program equips students with the specialized knowledge, skills, and practical experience required for successful careers in healthcare, health science research, policy-making, and administrative roles.	5%	11%	11%	47%	26%	19
3	The program prepares students for advanced education and training opportunities in health sciences, enabling pathways into specialized fields such as medicine, public health, research, or healthcare management.	0%	11%	5%	37%	47%	19

3. How well does the program prepare students for careers in health science-related fields through the following methods?



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	Not at all	Somewhat well	Very well	Extremely well	Total
1	Contact with industry professionals (e.g., guest lectures, internships, mentorships)	25%	19%	31%	25%	16
2	Networking opportunities (e.g., conferences, career fairs)	19%	50%	31%	0%	16
3	Hands-on learning in labs	0%	18%	59%	24%	17
4	Hands-on learning outside of labs (e.g., fieldwork, practicums, co-ops)	6%	41%	35%	18%	17

4. Beyond lab courses, do you feel there are sufficient hands-on learning opportunities in the program to prepare students for health science careers?

#	Beyond lab courses, do you feel there are sufficient hands-on learning opportunities in the program to prepare students for health science careers?	Percentage
1	Yes	44%
2	No	22%
3	Not sure	33%
	Total number of respondents	18

5. What additional career preparation opportunities would you like to see in the program?

More opportunities for research and interactions with the community (eg conferences, guest lectures)

A stronger command of human health, physiology, pharmacology, kinesiology.

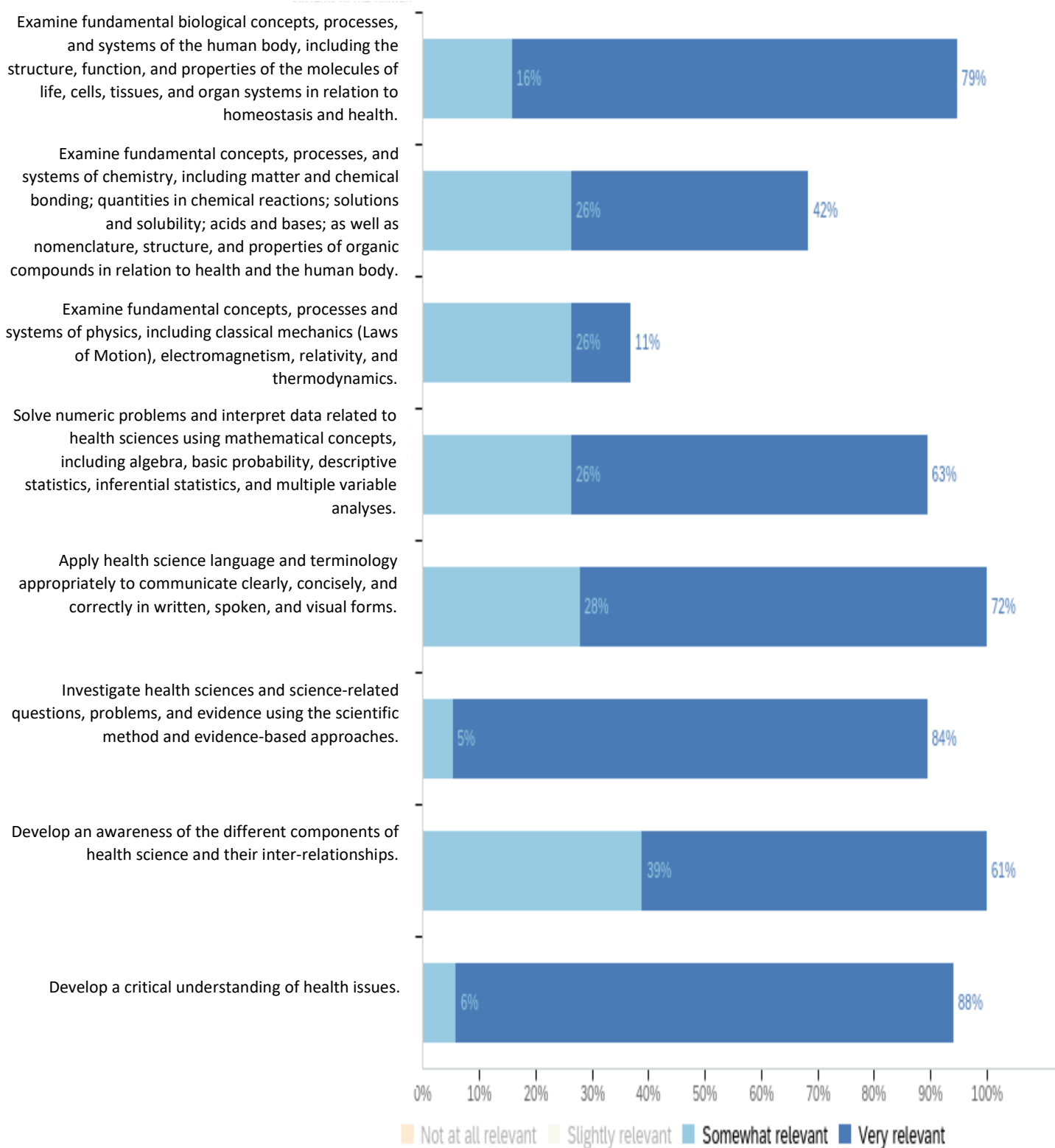
More "practicum-like" opportunities.

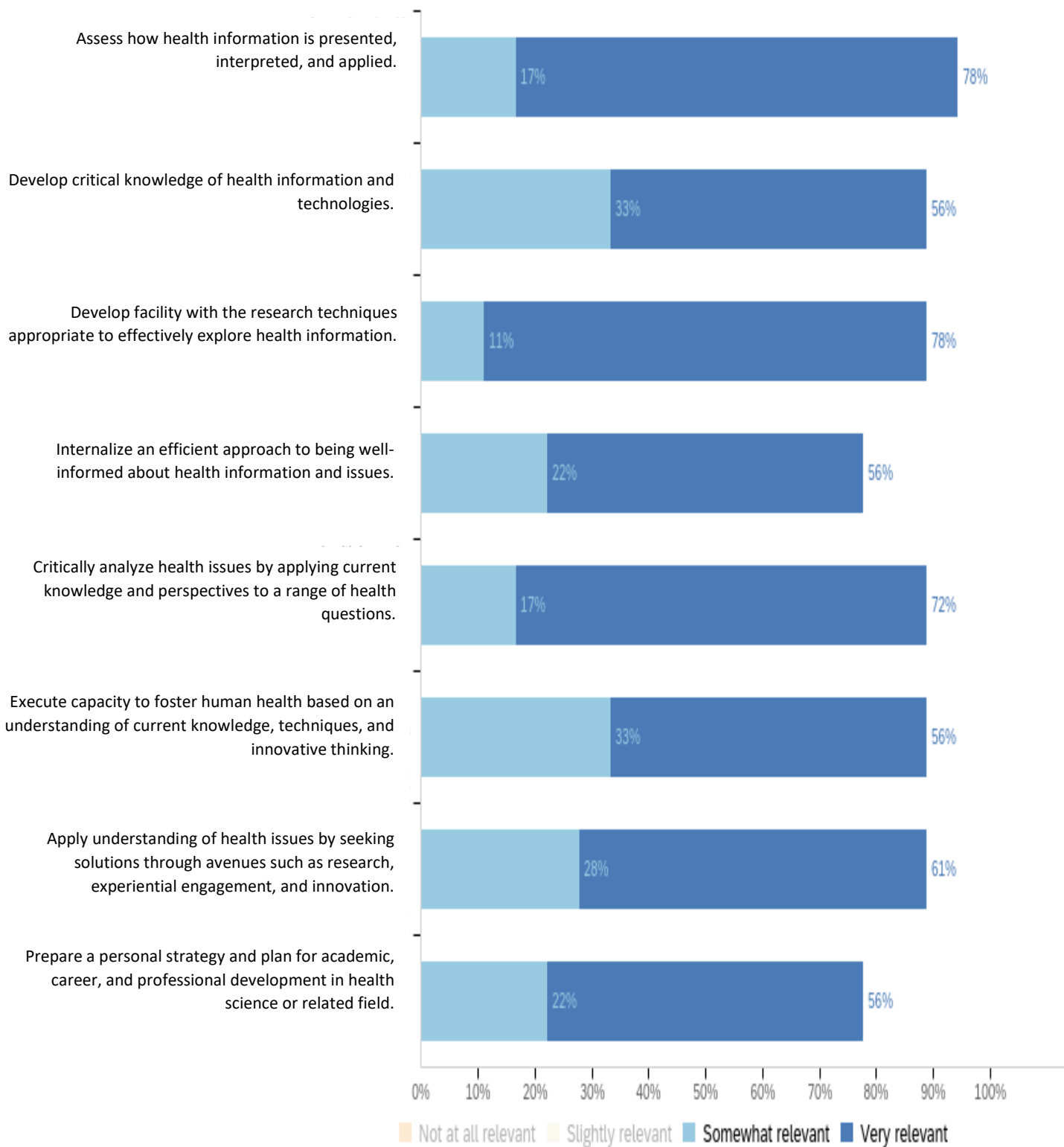
Stronger connection to industry; more work-integrated learning; career panels and guest lectures open to all students

NA

Need more HSCI coded courses, instead of such heavy emphasis on wet bench labs and Biology.

6. Please indicate how relevant each of the following Program Learning Outcomes is to the current needs of the discipline/sector.

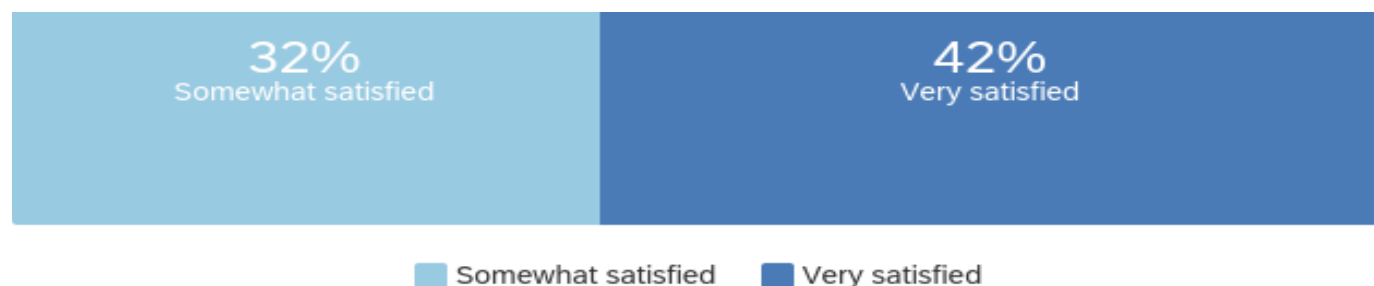




Note that “not at all relevant” and “slightly relevant” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all relevant” and “slightly relevant” categories.

#	Question	Not at all relevant	Slightly relevant	Somewhat relevant	Very relevant	Total
1	Examine fundamental biological concepts, processes, and systems of the human body, including the structure, function, and properties of the molecules of life, cells, tissues, and organ systems in relation to homeostasis and health.	0%	5%	16%	79%	19
2	Examine fundamental concepts, processes, and systems of chemistry, including matter and chemical bonding; quantities in chemical reactions; solutions and solubility; acids and bases; as well as nomenclature, structure, and properties of organic compounds in relation to health and the human body.	0%	32%	26%	42%	19
3	Examine fundamental concepts, processes and systems of physics, including classical mechanics (Laws of Motion), electromagnetism, relativity, and thermodynamics.	21%	42%	26%	11%	19
4	Solve numeric problems and interpret data related to health sciences using mathematical concepts, including algebra, basic probability, descriptive statistics, inferential statistics, and multiple variable analyses.	0%	11%	26%	63%	19
5	Apply health science language and terminology appropriately to communicate clearly, concisely, and correctly in written, spoken, and visual forms.	0%	0%	28%	72%	18
6	Investigate health sciences and science-related questions, problems, and evidence using the scientific method and evidence-based approaches.	0%	11%	5%	84%	19
7	Develop an awareness of the different components of health science and their inter-relationships.	0%	0%	39%	61%	18
8	Develop a critical understanding of health issues.	0%	6%	6%	88%	17
9	Assess how health information is presented, interpreted, and applied.	0%	6%	17%	78%	18
10	Develop critical knowledge of health information and technologies.	6%	6%	33%	56%	18
11	Develop facility with the research techniques appropriate to effectively explore health information.	0%	11%	11%	78%	18
12	Internalize an efficient approach to being well-informed about health information and issues.	6%	17%	22%	56%	18
13	Critically analyze health issues by applying current knowledge and perspectives to a range of health questions.	0%	11%	17%	72%	18
14	Execute capacity to foster human health based on an understanding of current knowledge, techniques, and innovative thinking.	0%	11%	33%	56%	18
15	Apply understanding of health issues by seeking solutions through avenues such as research, experiential engagement, and innovation.	6%	6%	28%	61%	18
16	Prepare a personal strategy and plan for academic, career, and professional development in health science or related field.	0%	22%	22%	56%	18

7. Overall, how satisfied are you with KPU's Health Science degree 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 Health Science degree program curriculum?	Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	16%
3	Neither satisfied nor dissatisfied	11%
4	Somewhat satisfied	32%
5	Very satisfied	42%
	Total number of respondents	19

8. Thinking of KPU's Health Science degree program's curriculum as a whole, please indicate the strengths of the program.

coop, the program design to help them progress at a good pace, honours option

This program provides students with more hands-on learning opportunities compared to other universities. It also gives students opportunities to conduct research, to gain those necessary skills as undergraduates.

The blend of courses to provides: 1. a strong natural science foundation to understand the body from the cell to organismal level, 2. an understanding of how the social organization of societies impact health 3. an understanding of how environmental factors impact 4. scientific literacy and research for knowledge generation

Strong human biology foundation and labs.

Strong focus on the variety of information types, perspective and data that need to be interpreted as a whole.

Our Health Science degree programs at KPU are unique in various aspects of students' healthcare careers and further professional studies. Thanks to the University authorities and the Office of Research and Services, we are now incorporating research into students' curricula. The course programs have a few distinct advantages: The interdisciplinary Curriculum integrates biological sciences with psychology and public health for a solid base of students interested in different healthcare fields. Strong focus on applied learning, "research," and small class size that leads to the hands-on learning experience.

NA

It is a comprehensive program that provides the essential lab skills and rigor of a traditional science degree while also training students for careers in health policy, public health, and health related business. For the most part, the program design allows students to progress efficiently through their degree requirements through either full- or part-time enrollment.

It includes a comprehensive approach to health with a specific emphasis on health promotion and public health.

I would say the greatest strengths are a) a broad learning approach that includes exposure to a spectrum of Health-related fields, including medical applications, research, physiology, public health, allied health, and specialized disciplines; and b) emphasis on applied learning through labs, co- and extra-curricular learning, COOP options, research courses, etc.

Good balance of foundational sciences as well as population level and health system content.

Co-op and applications of health science course [Course Name Redacted]. Small class sizes. Lots of options for Anatomy and Physiology courses.

Broad range of topics relevant to health careers.

Breadth of topics.

-lots of opportunity for students to explore the different facets of health science and determine what area interests them the most

- Solid foundation of basic science

9. Thinking of KPU's Health Science degree program's curriculum as a whole, please identify any gaps and/or provide any suggestions you have for improvement.

Incorporating the art and science of evidence-based decision making more strongly in the curriculum as that is a vital approach to making health decisions. This includes not just hypothesis-based research but also engagement to learn the perspectives of interest groups, environmental analysis and triangulating different information sources for decision-making. With the increased availability of data and information through generative AI, coupled with increasingly complex to chaotic societies, the skill of using multiple evidence sources to make decisions will be even more critical for health policy practitioners. This could be part of a substantive exploration of knowledge translation/mobilization.

I think that some of the elective options in the "Choose # of..." bundles could probably be reconsidered. It is difficult to have 4 credit (lab) courses in the same bundle as 3 credit courses (without labs). Reducing the number of electives in these bundles overall will also help to keep the program flexible into the future. If the number of credits that must be taken from "required" elective lists is shorter, then there is more flexibility for developing and adding new elective courses to the curriculum. This also gives students more space to focus their degree to their specific areas of interest. I also think that the number of required A&P courses in the upper level of the degree should be reduced from three [Course Names Redacted] to just [Course Name Redacted] plus one other upper-level A&P. In addition to helping with student progression, this change would allow for the creation of more specialized A&P courses, such as neurobiology as the program continues to grow.

Limited Exposure to Emerging Health Technologies: This is a very dynamic field, and due to the lack of a lab environment and all the technological tools, our program may not be at the best level of providing advanced technology to students. More Research Opportunities: Students interested in graduate school or medical research may find limited faculty-led research opportunities compared to more prominent universities. Greater Integration of Indigenous and Global Health Perspectives: Given our shared importance, we could work more towards integrating more Indigenous and minority students. Insufficient Specialization Options: The general curriculum covers various health science topics but lacks concentrations or specializations in public health, biomedical research, or health informatics. Limited Advanced Laboratory and Clinical Training: While the program provides fundamental lab experiences, it may lack advanced clinical or diagnostic training that could better prepare students for healthcare professions. We need to dream big!!!

I think there is a pretty good amount of community engagement, but I think that there can always be more of that. Establishing networks and community engagement is often very critical in landing a first job.

I think we could incorporate more networking where students get to meet more graduates actually working in health science fields. I always think we can do more hands on learning to fit with the "polytechnic" designation. I think we need a permanent epidemiology course and a permanent course covering cancer. Both have previously run as special topics.

Revising the literature (book) of reference from [Course Name Redacted] could be beneficial because it contains so much outdated information.

Greater integration with evolutionary theory would allow for students to gain better understanding of the root causes of health issues.

Students have very limited understanding of the human body.

More emphasis on communications and leadership skills in addition to the technical skills they learn. (health is a people-focused industry, and students will need to be experts in these areas to be competitive upon graduation.

- the sequence of A&P courses is problematic for progression - very prescriptive with 'select two of' bins - no substantive (outside of research) culminating capstone project - very few HSCI coded courses offered across the degree - consider degree concentrations to match student interests

Perhaps connection with microcredential programs so that students have more direct options straight out of KPU

I think there are places where the curriculum could be tightened (in terms of required courses) and options could be broadened (in terms of elective courses in specific sub-fields); also, further co- and extra-curricular options, or connections to networking and volunteering opportunities, would be very valuable and fit with our applied/polytechnic mandate.

NA

This degree is a biology degree with a minor in health science as opposed to the other way around.

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

Knowledge mobilization in health.

The study of virology is increasingly significant within health sciences due to the SARS-CoV-2 pandemics. However, the KPU's Health Science degree program, has no course specializing in virology, which presents as a major gap. Why Virology Should Be Taught Public Health & Epidemiology-Viruses definitely have a considerable impact on pandemics, vaccine development, and global health policies. Molecular & Cell Biology Applications-Understanding viruses' replication, mutation, and evasion of the immune response are fundamentals to biomedical research and healthcare careers. Emerging Infectious Diseases-Climate change and globalization are heightening viral spillover risks (e.g., zoonotic diseases refractory to allopathy of SARS-CoV-2, virus and Ebola). Therapeutics & Vaccine Development-A lot of our students will work in the pharmaceuticals, immunology, or public health, in which some knowledge of virology is critical. It is critical to expose our students to knowledge in virology. Proposed Formal Addition: 1. Medical Virology & Immunity-New Course Structure: This should be a standalone upper-year course. Topics to be covered: Virus Structure & Classification Viral Replication & Mutation Mechanisms Host-Pathogen Interactions Antiviral Therapies & Vaccine Development Epidemiology of Viral Diseases (e.g., HIV, Influenza, Coronaviruses).

Epidemiology

Health services research and health economics

Evolution

Anatomy and physiology. Proper statistics and computational skills.

- more emphasis on skill development (e.g., interpersonal skills, management and leadership, communication, analytical) - greater focus on research and statistics (e.g., biostatistics, knowledge translation), population and public health (e.g., epidemiology, global health, Indigenous health), and healthcare systems (e.g., health administration, project management)

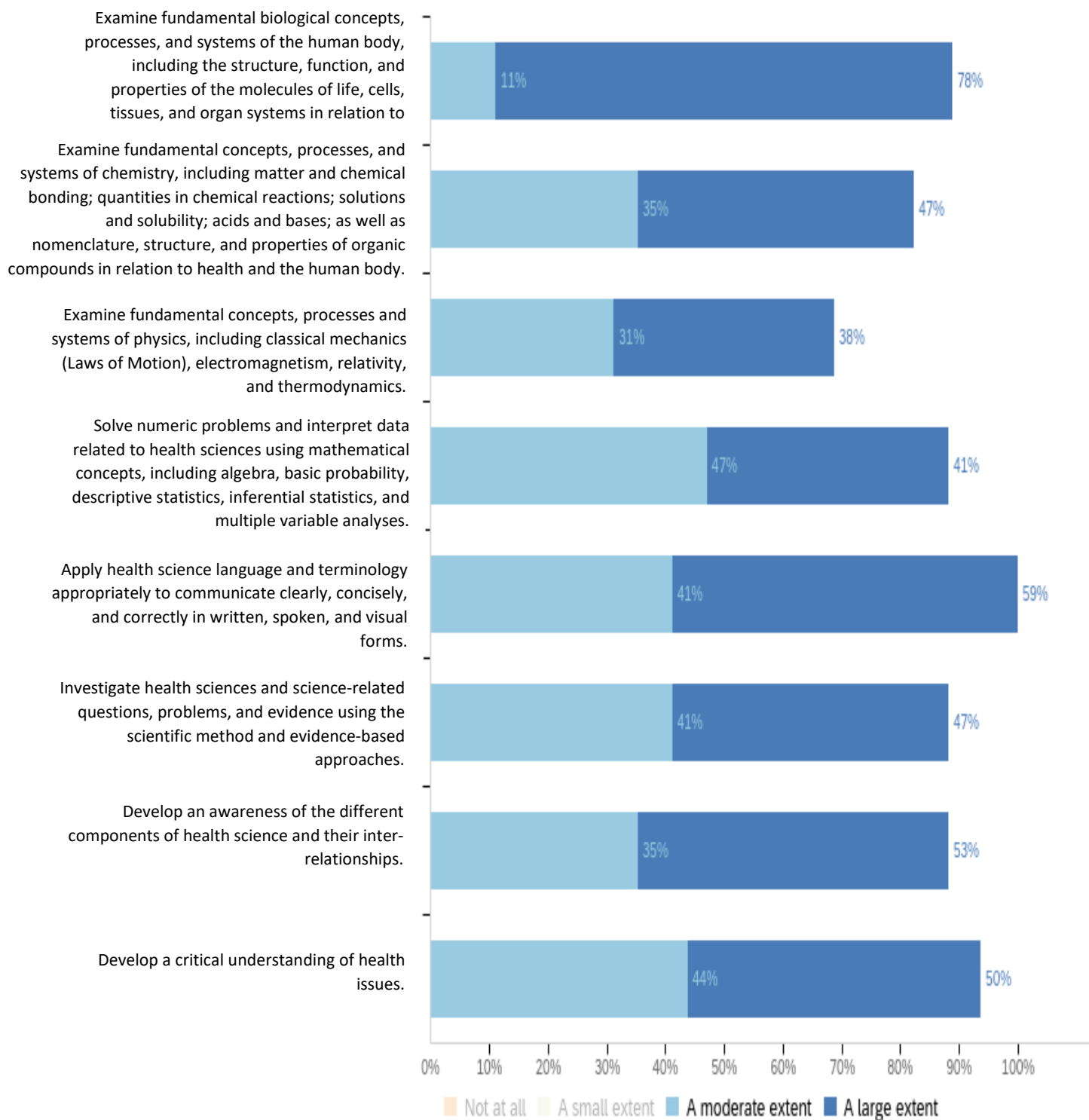
I don't know if I would say any specific topics stand out as missing, but addition of specific-field courses could allow creation of smaller citations/microcredentials within the program, such as something like a physiotherapy course or additional nutrition content, pharmacology content, etc. Such curricular content could help students create a pathway into various professional programs.

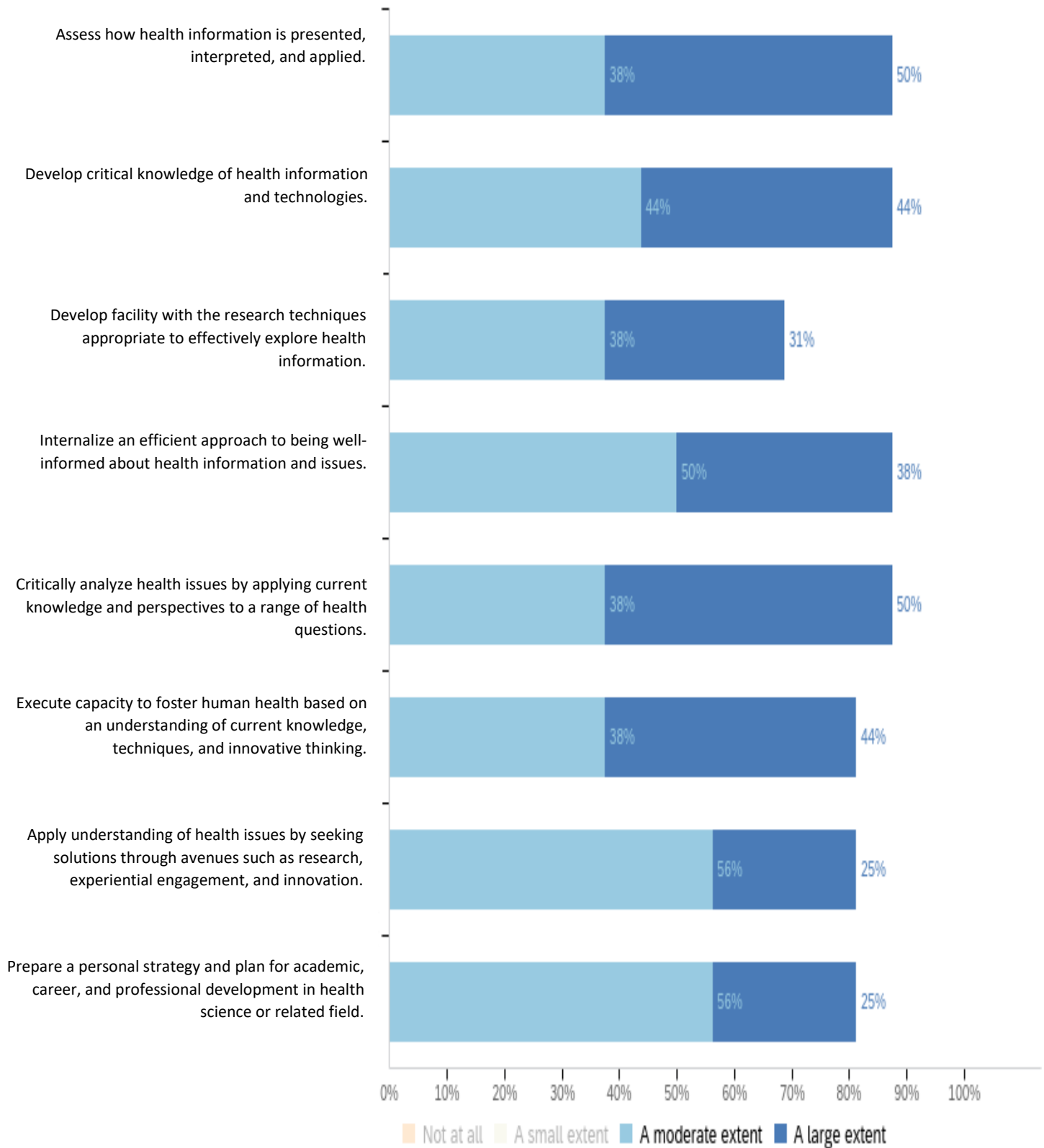
Human sexuality, Ethics, Applied Kinesiology (such as applied ergonomics),

health informatics

Dedicated health systems, professions, issues courses for deep dive of health science challenges and opportunities.

11. To what extent is KPU's Health Science degree program helping students develop the following Program Learning Outcomes?

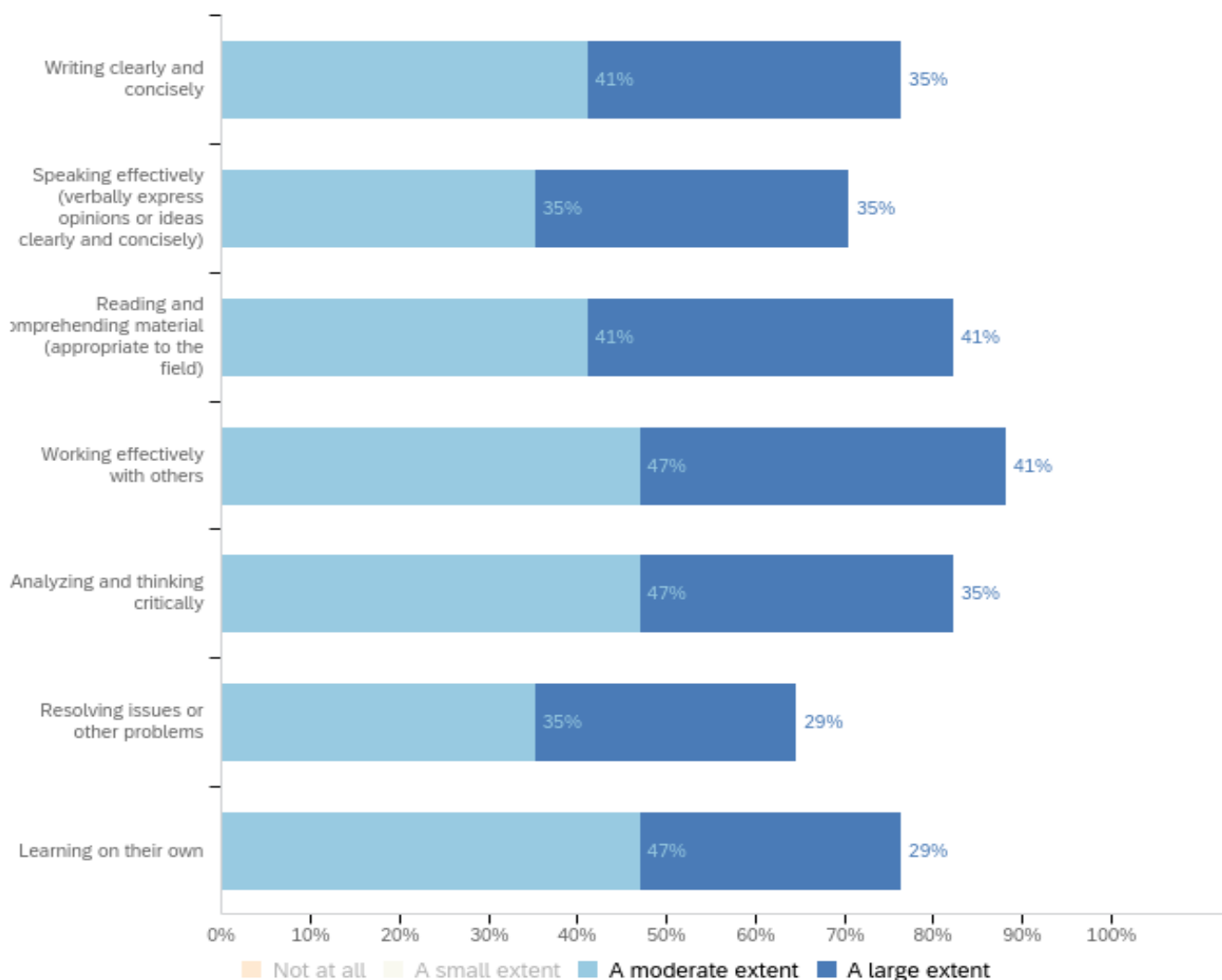




Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Examine fundamental biological concepts, processes, and systems of the human body, including the structure, function, and properties of the molecules of life, cells, tissues, and organ systems in relation to homeostasis and health.	6%	6%	11%	78%	18
2	Examine fundamental concepts, processes, and systems of chemistry, including matter and chemical bonding; quantities in chemical reactions; solutions and solubility; acids and bases; as well as nomenclature, structure, and properties of organic compounds in relation to health and the human body.	0%	18%	35%	47%	17
3	Examine fundamental concepts, processes and systems of physics, including classical mechanics (Laws of Motion), electromagnetism, relativity, and thermodynamics.	6%	25%	31%	38%	16
4	Solve numeric problems and interpret data related to health sciences using mathematical concepts, including algebra, basic probability, descriptive statistics, inferential statistics, and multiple variable analyses.	0%	12%	47%	41%	17
5	Apply health science language and terminology appropriately to communicate clearly, concisely, and correctly in written, spoken, and visual forms.	0%	0%	41%	59%	17
6	Investigate health sciences and science-related questions, problems, and evidence using the scientific method and evidence-based approaches.	0%	12%	41%	47%	17
7	Develop an awareness of the different components of health science and their inter-relationships.	0%	12%	35%	53%	17
8	Develop a critical understanding of health issues.	0%	6%	44%	50%	16
9	Assess how health information is presented, interpreted, and applied.	0%	13%	38%	50%	16
10	Develop critical knowledge of health information and technologies.	13%	0%	44%	44%	16
11	Develop facility with the research techniques appropriate to effectively explore health information.	6%	25%	38%	31%	16
12	Internalize an efficient approach to being well-informed about health information and issues.	13%	0%	50%	38%	16
13	Critically analyze health issues by applying current knowledge and perspectives to a range of health questions.	0%	13%	38%	50%	16
14	Execute capacity to foster human health based on an understanding of current knowledge, techniques, and innovative thinking.	6%	13%	38%	44%	16
15	Apply understanding of health issues by seeking solutions through avenues such as research, experiential engagement, and innovation.	6%	13%	56%	25%	16
16	Prepare a personal strategy and plan for academic, career, and professional development in health science or related field.	6%	13%	56%	25%	16

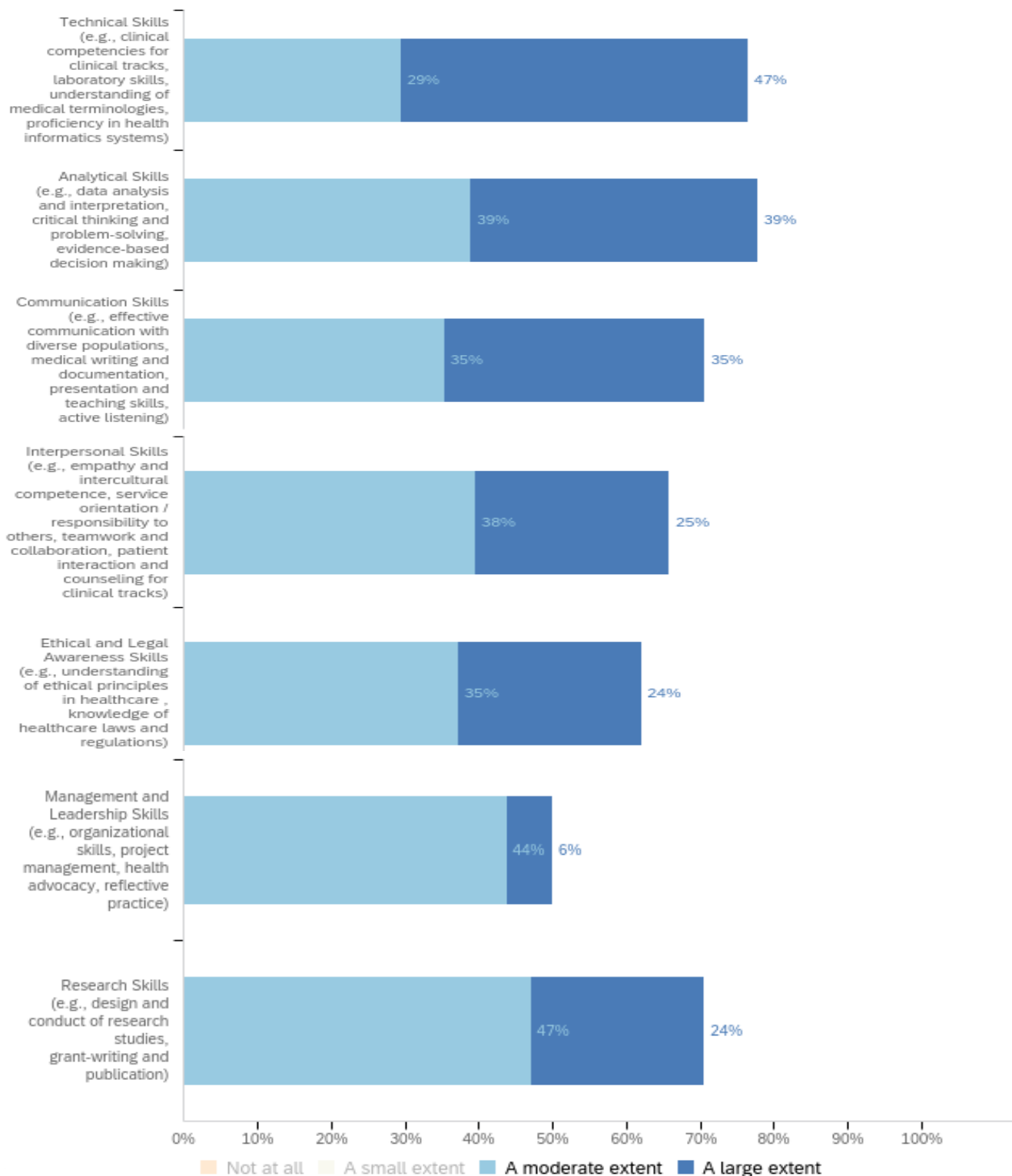
12.To what extent is KPU’s Health Science degree program helping students develop the following essential skills?



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.

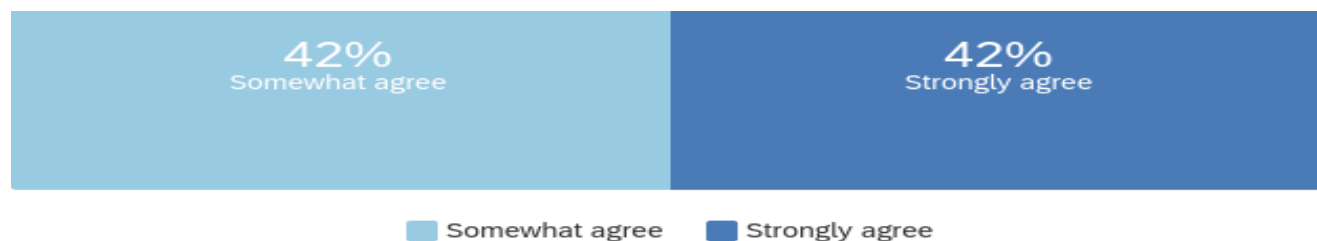
#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Writing clearly and concisely	6%	18%	41%	35%	17
2	Speaking effectively (verbally express opinions or ideas clearly and concisely)	6%	24%	35%	35%	17
3	Reading and comprehending material (appropriate to the field)	0%	18%	41%	41%	17
4	Working effectively with others	12%	0%	47%	41%	17
5	Analyzing and thinking critically	0%	18%	47%	35%	17
6	Resolving issues or other problems	12%	24%	35%	29%	17
7	Learning on their own	6%	18%	47%	29%	17

13. To what extent are the courses that students take within KPU's Health Science degree program helping them develop each of the following program-specific skills?



#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Technical Skills (e.g., clinical competencies for clinical tracks, laboratory skills, understanding of medical terminologies, proficiency in health informatics systems)	0%	24%	29%	47%	17
2	Analytical Skills (e.g., data analysis and interpretation, critical thinking and problem-solving, evidence-based decision making)	11%	11%	39%	39%	18
3	Communication Skills (e.g., effective communication with diverse populations, medical writing and documentation, presentation and teaching skills, active listening)	0%	29%	35%	35%	17
4	Interpersonal Skills (e.g., empathy and intercultural competence, service orientation / responsibility to others, teamwork and collaboration, patient interaction and counseling for clinical tracks)	6%	31%	38%	25%	16
5	Ethical and Legal Awareness Skills (e.g., understanding of ethical principles in healthcare, knowledge of healthcare laws and regulations)	6%	35%	35%	24%	17
6	Management and Leadership Skills (e.g., organizational skills, project management, health advocacy, reflective practice)	19%	31%	44%	6%	16
7	Research Skills (e.g., design and conduct of research studies, grant-writing and publication)	0%	29%	47%	24%	17

14. Thinking of KPU's Health Science degree program as a whole, to what extent do you agree that the prerequisites offered prepare students for more advanced courses?



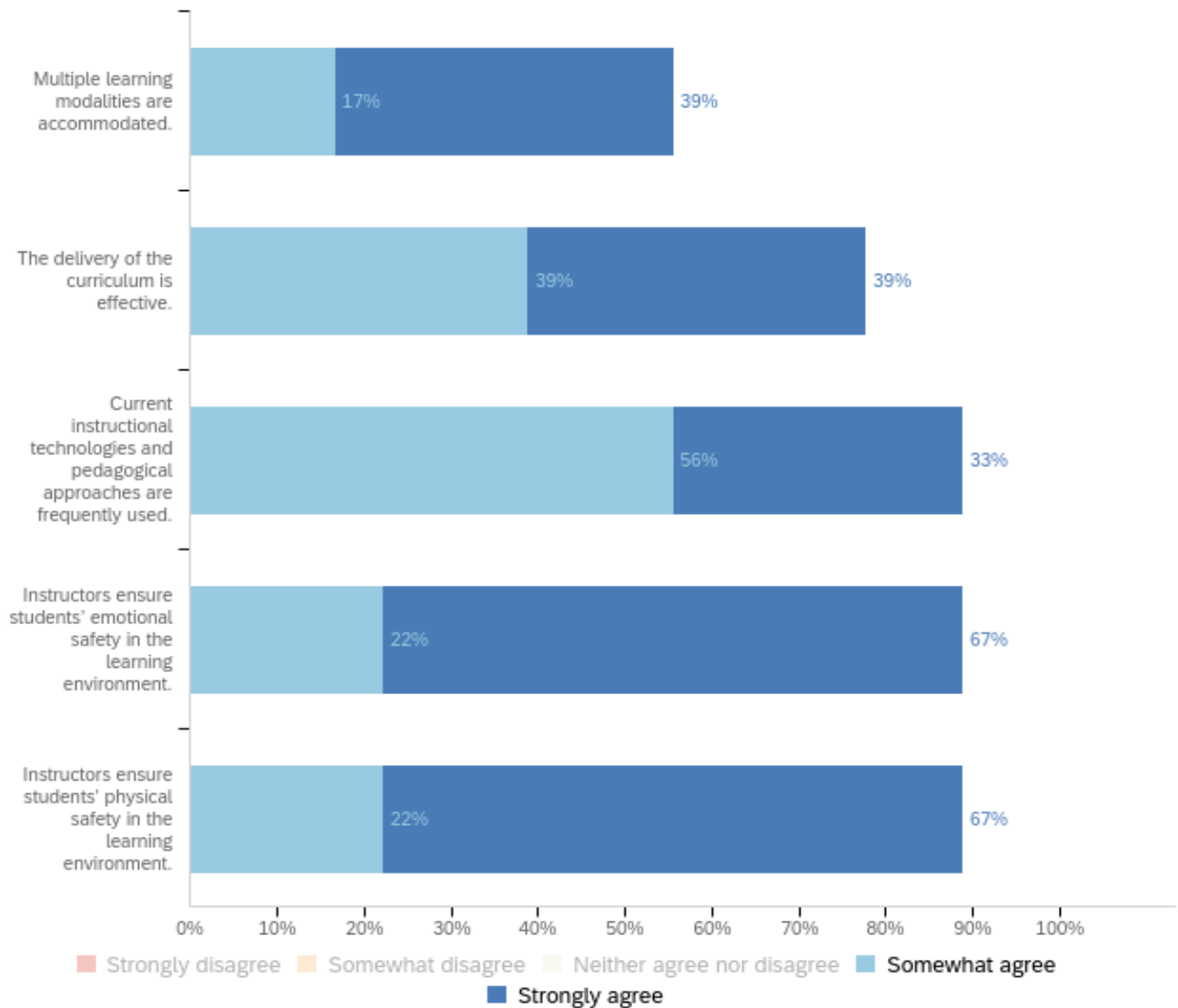
Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Thinking of KPU's Health Science degree program as a whole, to what extent do you agree that the prerequisites offered prepare students for more advanced courses?	Percentage
1	Strongly disagree	0%
2	Somewhat disagree	5%
3	Neither agree nor disagree	11%
4	Somewhat agree	42%
5	Strongly agree	42%
	Total number of respondents	19

15. Please explain why you Neither Agree nor Disagree/ Strongly Disagree/ Somewhat Disagree with the statement that the prerequisites offered prepare students for more advanced courses.

Students don't seem to have a command of the human body, pathology, etc.

16. 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%	11%	33%	17%	39%	18
2	The delivery of the curriculum is effective.	0%	6%	17%	39%	39%	18
3	Current instructional technologies and pedagogical approaches are frequently used.	0%	6%	6%	56%	33%	18
4	Instructors ensure students' emotional safety in the learning environment.	0%	0%	11%	22%	67%	18
5	Instructors ensure students' physical safety in the learning environment.	0%	0%	11%	22%	67%	18

17. 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	0%
2	Somewhat dissatisfied	5%
3	Neither satisfied nor dissatisfied	21%
4	Somewhat satisfied	11%
5	Very satisfied	63%
	Total number of respondents	19

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

Dedicated instructors who are always ready to support students. A solid foundation in the first two years in the sciences.

-faculty hired are experts in the field

Faculty in the department are enthusiastic to adopt pedagogical approaches to help students learn effectively. There is flexibility in the mode of instruction, assessments, and resources for students. HSCI students also have opportunities to interact with their instructors much more than at other institutes, which helps them learn more effectively as well.

I can't really comment.

Instructors have deep understanding of the material and issues of the field. They are welcoming and encouraging of all students. Variety of assessment projects, etc.

We have very skilled and dedicated instructional staff, small class sizes, and therefore good student access to help and support both in and out of the classroom. Hands-on learning with good quality laboratory spaces and external partners, as well as support for COOP are also program strengths.

NA

Smaller class sizes naturally support closer instructor and student working relationship, irrespective of delivery modalities.

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

faculty can sometimes be too busy, having more than one full time job (while permanent full time at KPU). I worry how it will affect their relationships with the students and coworkers, and negatively impact the university

We need to support each other and not work individually.

Students need more guidance in learning to learn independently - something they will have to continue throughout their career.

More course availability so students can move through their required courses more efficiently.

More computation skills. More inline options.

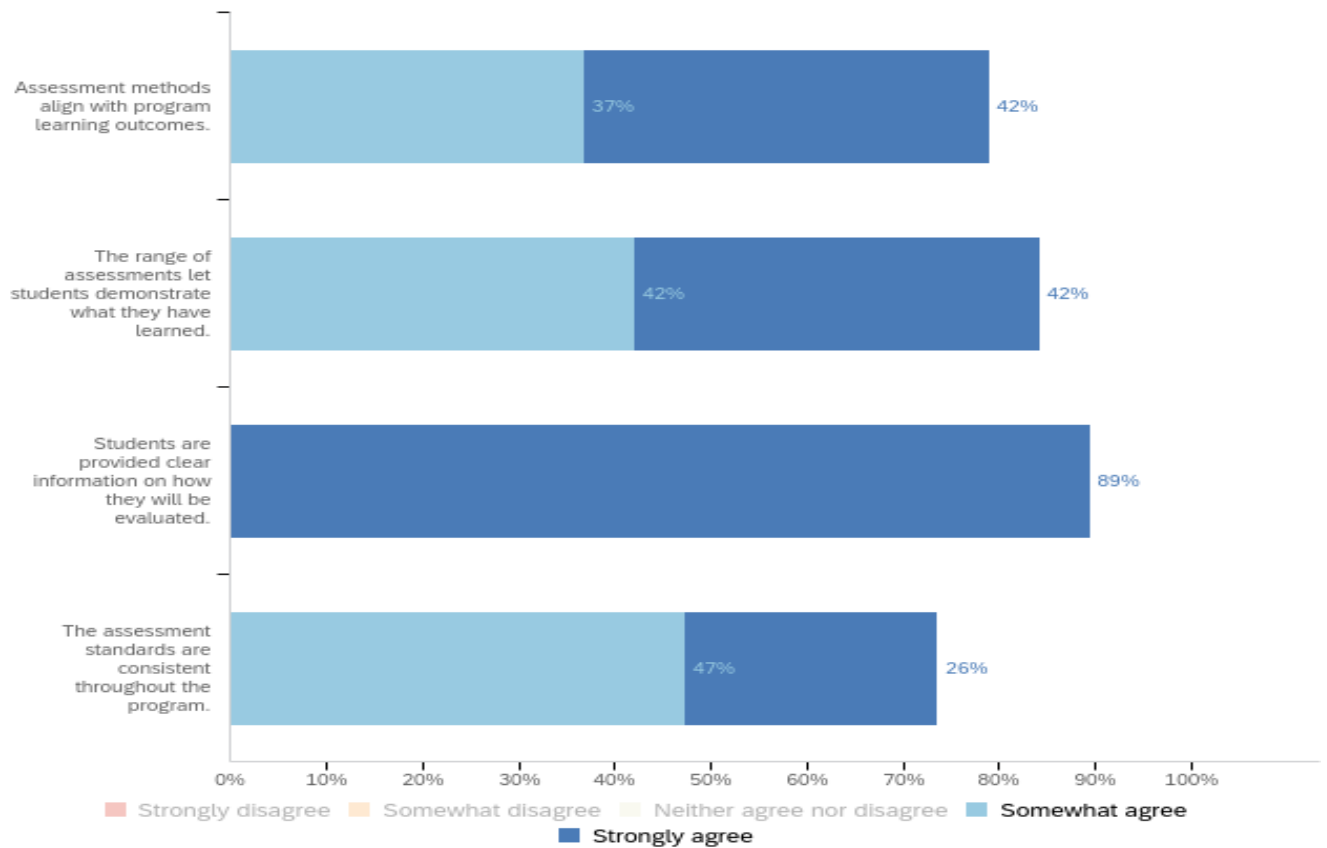
Ensuring that as many of the classes are in-person as possible will facilitate greater interactions among students and between students and their instructors. It can also help students cope with the stresses of university life when they feel more a part of a community.

As we refine the curriculum, it would be useful to more closely align how instruction is delivered in multi-instructor courses. This has already been happening in [Course Names Redacted] since the BIOL program review, and we can certainly do more, especially as new resources for course delivery come via T&L. Sharing resources between instructors will help as well.

Allowing flexibility in program delivery.

- assessments can be re-worked to be more applied and real-world in nature (currently the program is quite exam heavy)

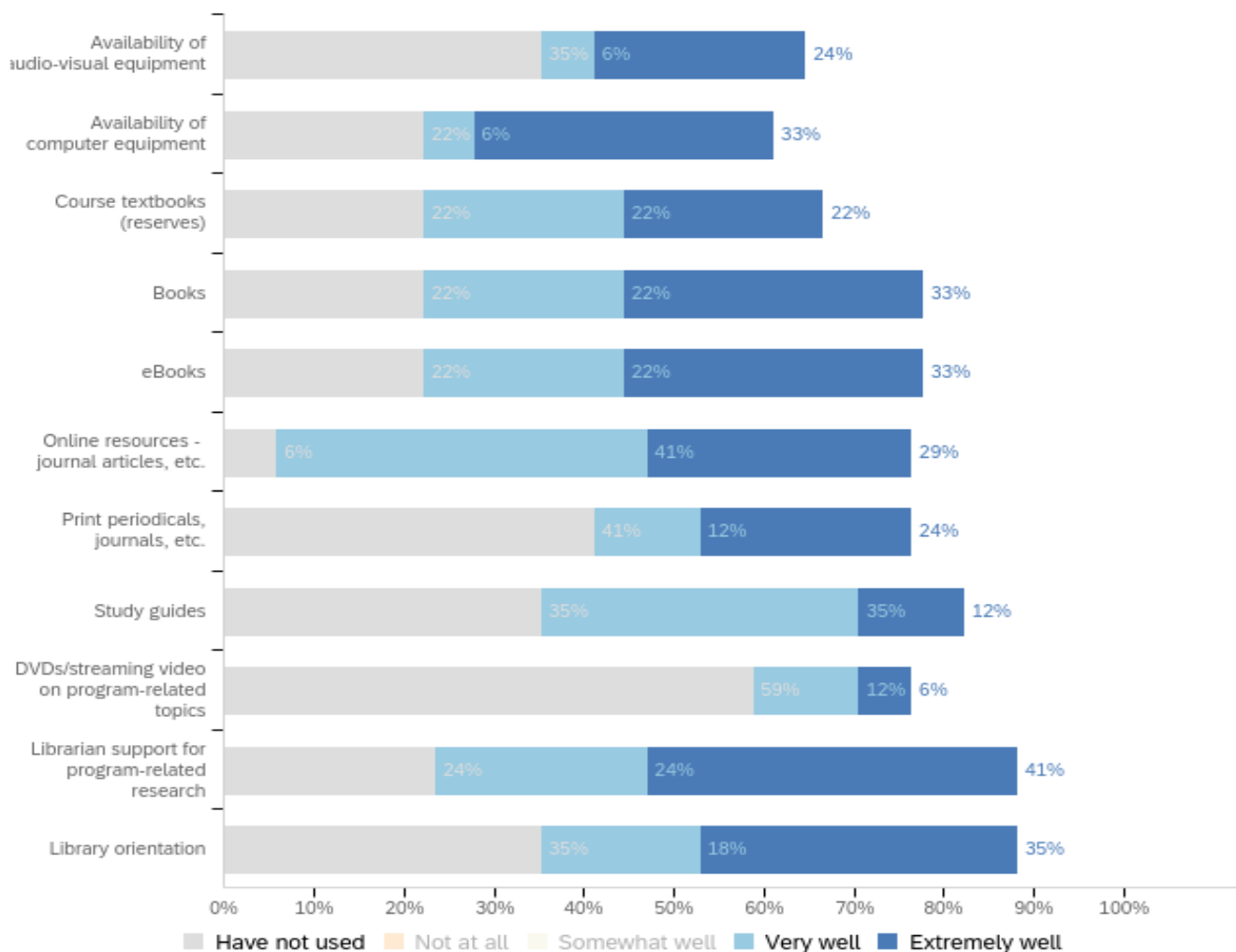
20. Thinking of how learning is assessed in the program courses you teach, indicate your agreement with the following.



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%	5%	16%	37%	42%	19
2	The range of assessments let students demonstrate what they have learned.	5%	0%	11%	42%	42%	19
3	Students are provided clear information on how they will be evaluated.	0%	0%	11%	0%	89%	19
4	The assessment standards are consistent throughout the program.	0%	0%	26%	47%	26%	19

21. How well are the following library resources meeting the program's needs?

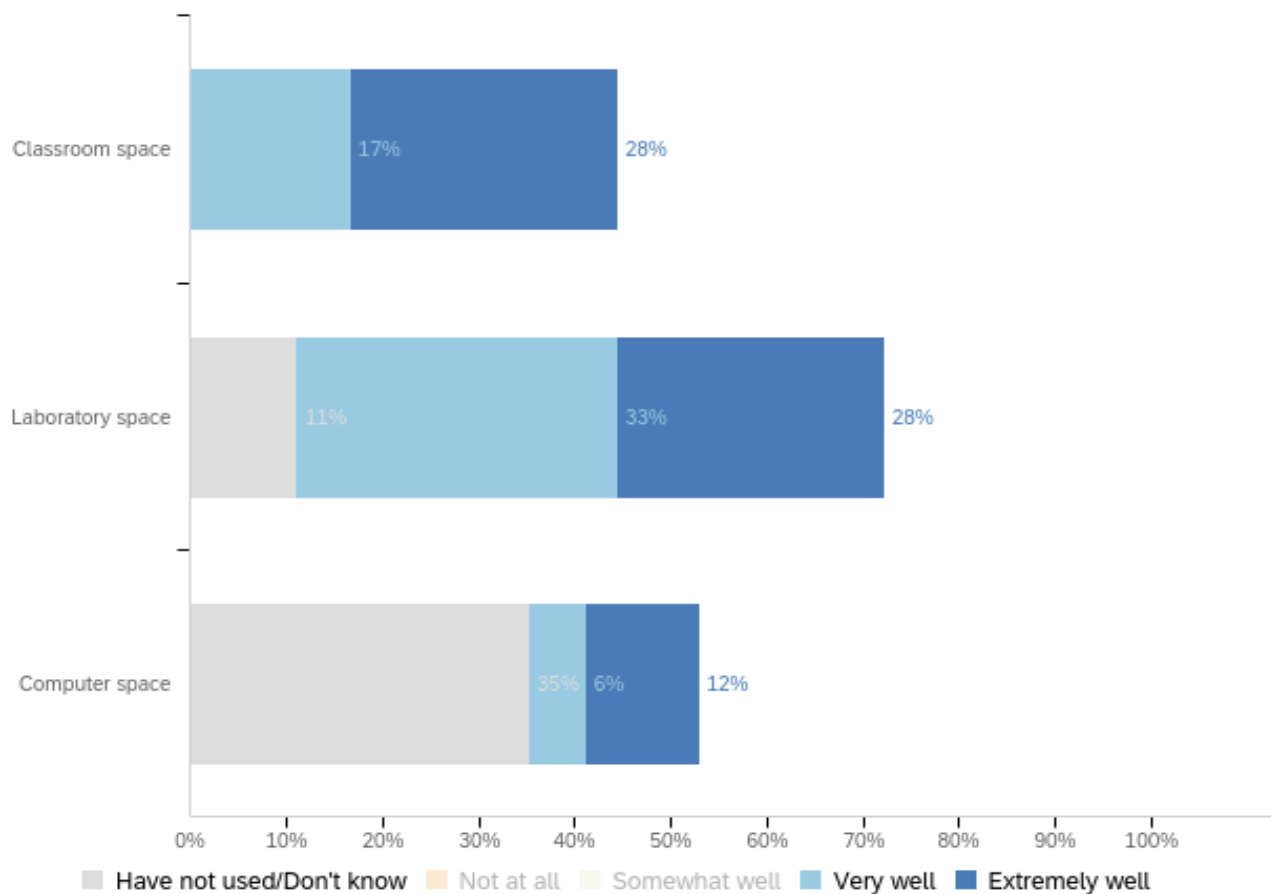


Note that “not at all” and “Somewhat well” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “Somewhat well” categories.

#	Question	Have not used	Not at all	Somewhat well	Very well	Extremely well	Total
1	Availability of audio-visual equipment	35%	6%	29%	6%	24%	17
2	Availability of computer equipment	22%	6%	33%	6%	33%	18
3	Course textbooks (reserves)	22%	6%	28%	22%	22%	18
4	Books	22%	6%	17%	22%	33%	18
5	eBooks	22%	6%	17%	22%	33%	18
6	Online resources - journal articles, etc.	6%	0%	24%	41%	29%	17
7	Print periodicals, journals, etc.	41%	0%	24%	12%	24%	17
8	Study guides	35%	6%	12%	35%	12%	17
9	DVDs/streaming video on program-related topics	59%	6%	18%	12%	6%	17

10	Librarian support for program-related research	24%	6%	6%	24%	41%	17
11	Library orientation	35%	0%	12%	18%	35%	17

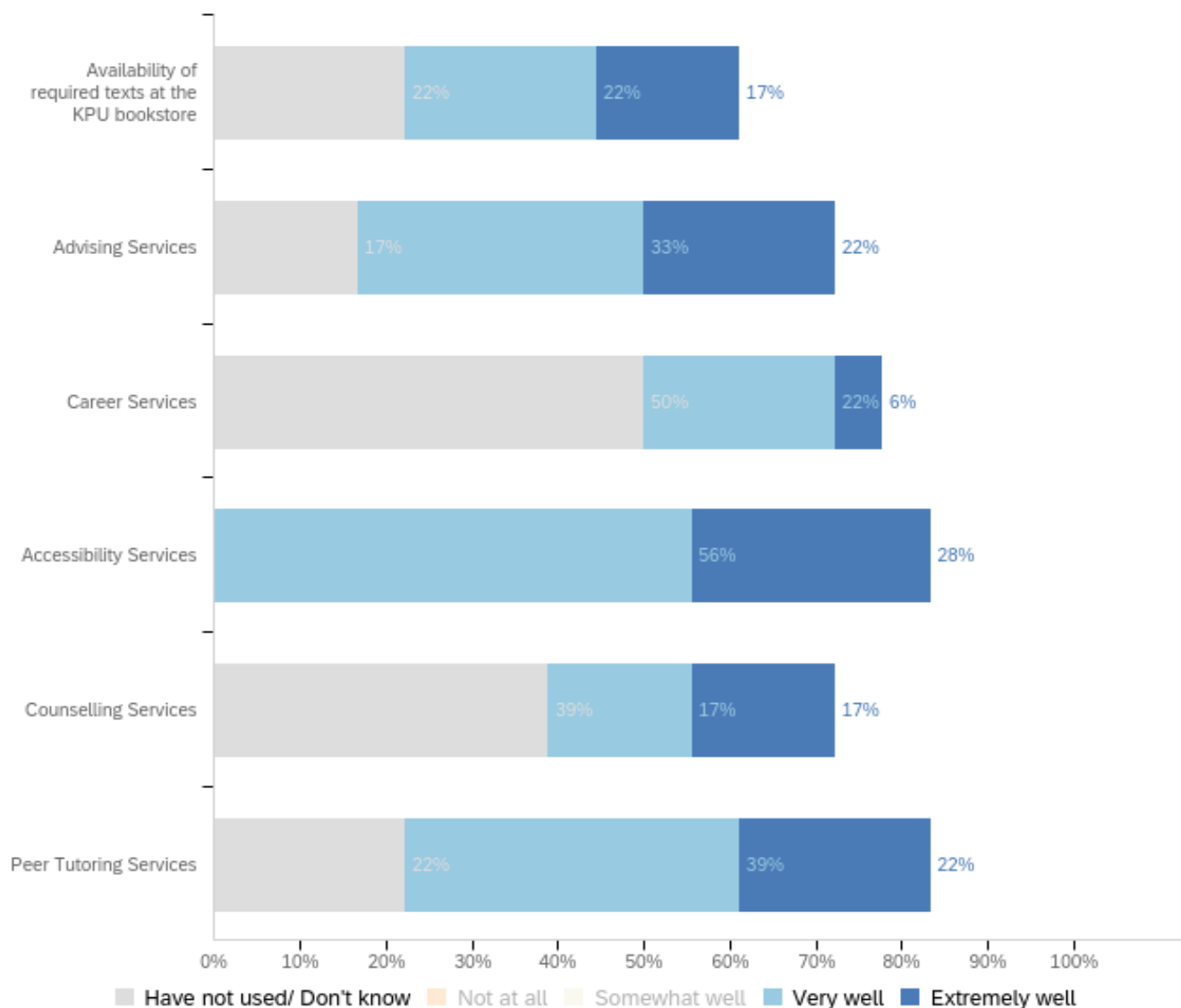
22. How well are the following facilities meeting the program's needs?



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	Classroom space	0%	11%	44%	17%	28%	18
2	Laboratory space	11%	0%	28%	33%	28%	18
3	Computer space	35%	29%	18%	6%	12%	17

23. 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	22%	0%	39%	22%	17%	18
2	Advising Services	17%	11%	17%	33%	22%	18
3	Career Services	50%	6%	17%	22%	6%	18
4	Accessibility Services	0%	0%	17%	56%	28%	18
5	Counselling Services	39%	6%	22%	17%	17%	18
6	Peer Tutoring Services	22%	0%	17%	39%	22%	18

24. Please let us know if you have anything else to share about KPU's Health Science degree program.

NA

Just from the early parts of the survey, I wanted to point out that some of the Program Learning Outcomes are very vague, and their intent is not clear. There are also quite a lot of them (16), where some seem to be a bit repetitive and could be combined. I also think that the previous program review and interim work has refined our program and increased applied learning options like the COOP very well, but improvement is always possible. The largest weakness to delivering content regarding computational and statistical analysis is computer access, as we have few dedicated options.

It's not clear to me what kind of work students who have graduated from this program might seek.

It would be great if students conducting (course-based) undergraduate research projects in fourth year had better access to KPU computers for their research projects. Due to a recent change in policy, research students with SRIGs are not allowed to borrow KPU laptops anymore for an extended period of time during their research projects.

It is an excellent program that is closely aligned with SFU and UBC. It could be beneficial to offer more teaching and research opportunities for NR1 faculty.

I think one of the biggest elements that might make a student consider transferring to a different health sciences program elsewhere is that we have limited course availability in the upper year courses. More offerings of upper year courses would make our full degree more attractive to students as it would be easier for them to navigate through.

I think KPU students have access to rich resources outside the classroom but those are underutilized. For example, students could learn how to study independently, make plans with advising, etc.

Appendix G – Faculty Qualifications and Currency Profile Template

The number of FTEs by role: 18.9 FTE faculty
Area(s) of Faculty Expertise: genetics, anatomy and physiology, pathology, nutrition, health promotion
<p>Faculty Qualifications:</p> <p>Number of faculty FTEs with doctorate: 17.9 FTE</p> <p>Number of faculty FTEs with masters: 1 FTE</p> <p>Professional certifications: MD, RD</p>
Expertise of Instructional Staff, if appropriate: n/a
<p>Recent Professional Development:</p> <p>Including but not limited to:</p> <ul style="list-style-type: none"> - Attend KPU Workshops offered by the Teaching and Learning Commons - Engage in research with industry and/or community partners - Supervise undergraduate student research projects - Complete clinical training or practical work experience - Attend regional, national, or international conferences / workshops - Read recent Journal articles and other current literature

Appendix H – Administrative Data Report

Administrative Data Report for Health Science Degree Program

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 students enrolled in the program.

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 degree 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 Health Science Degree Program Student Outcomes Data Compared with Ministry Targets

Measures	Student Outcome Data for KPU Health Science Degree Program	Ministry Target
<i>Respondents</i>	16	
Satisfaction ²	100%	> 90%
Quality ³	100%	> 90%
Usefulness ⁴	86%	> 90%

3.3 Student Demand

Who takes the program?⁵

Has the demographic profile of Health Science degree program students changed over the last five years?

Exhibit 2: Demographic Profile of Health Science Degree Program Students by Academic Year

	2019/20	2020/21	2021/22	2022/23	2023/24
<i>Student Headcount</i>	662	630	636	675	772
% Women	67%	69%	68%	69%	70%
% 22 years or younger	89%	84%	80%	78%	74%
% International	17%	15%	15%	18%	20%

How does the demographic profile of Health Science degree program students compare with that of students at the same level for the Faculty of Science as a whole over the same period?

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.

Exhibit 3: Demographic Profile of Faculty of Science Students by Academic Year

	2019/20	2020/21	2021/22	2022/23	2023/24
Student Headcount	2,691	2,414	2,619	2,593	2,608
% Women	55%	57%	60%	61%	61%
% 22 years or younger	76%	74%	74%	74%	70%
% International	34%	34%	38%	39%	37%

Is demand for the program sustainable?

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

Exhibit 4: Student Headcount in Health Science Courses by Academic Year Compared with Faculty of Science Courses

	2019/20	2020/21	2021/22	2022/23	2023/24	%Change ⁶
Health Science	372	364	312	427	514	38%
Faculty of Science	4,206	3,902	3,702	3,788	3,746	-11%

Has demand for the Health Science degree program changed over the last five years? How does it compare with demand for Faculty of Science programs at the same level over the same period?

Exhibit 5: Student Headcount in Health Science Degree Program by Academic Year Compared with Faculty of Science Programs

	2019/20	2020/21	2021/22	2022/23	2023/24	%Change
Declared-Major	44	68	88	77	90	127%
Declared-Minor (<i>if applicable</i>)	0	0	0	4	9	N/A
Intended of Undeclared	625	572	561	604	694	11%
Health Science Total Headcount	662	630	636	675	772	17%
Faculty of Science Total Headcount	2,691	2,414	2,619	2,593	2,609	-3%

How do KPU Health Science degree program enrolment trends compare with overall enrolment trends in similar programs in BC?

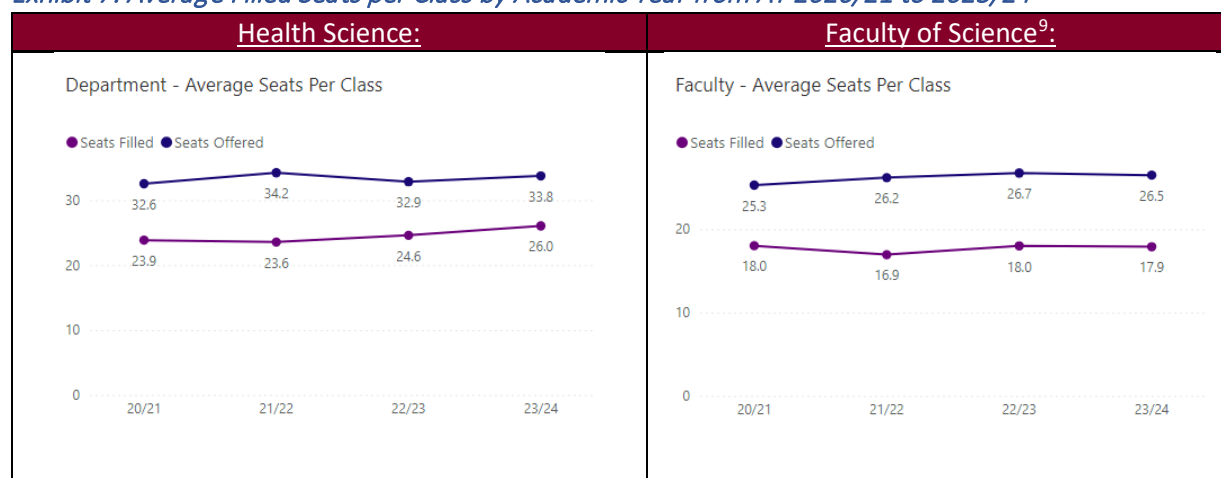
⁶ % Change refers to change between 2019/20 to 2023/24.

Exhibit 6: Number of Students Enrolled in Health Science Degree Programs at BC Public Post-Secondary Institutions (excluding KPU students)⁷

	2018/19	2019/20	2020/21	2021/22	2022/23
Total (excluding KPU)	4,208	4,373	4,728	4,816	4,963
JIBC	52	77	114	103	85
Diploma	52	77	114	103	85
Langara	1,662	1,558	1,615	1,472	1,425
Associate Degree	783	733	751	625	702
Certificate	528	586	708	735	619
Diploma	367	253	179	121	119
SFU	1,409	1,536	1,669	1,669	1,684
Bachelor's Degree	1,409	1,536	1,669	1,669	1,684
TRU	940	1,042	1,155	1,141	1,075
Bachelor's Degree	940	1,042	1,155	1,141	1,075
UNBC	26	30	29	29	37
Bachelor's Degree	The enrolment data is not available.				
Doctorate	17	19	21	16	12
Master's Degree	9	11	8	13	25
UVIC	48	49	52	53	55
Doctorate	32	33	32	32	31
Master's Degree	16	16	20	21	24
KPU	29	44	68	86	78

Has there been a change in average filled seats per class in Health Science courses? How do they compare with Faculty of Science 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 2023/24⁸



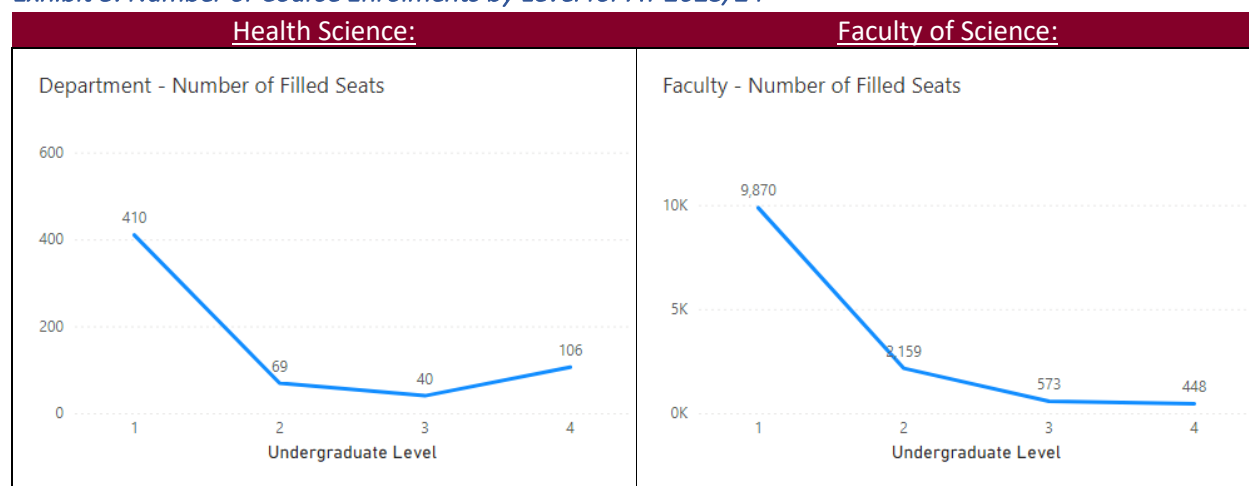
⁷ Data reported in this section was obtained from a dashboard that is under development. Data are coded by Classification of Instructional Program (CIP). To identify Health Science Degree Program, CIP code 51.0000 (Health services/allied health/health sciences, general) was used.

⁸ Data reported in this section was obtained from a dashboard that is under development.

⁹ Data reported does not include CPS and Vocational courses.

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 Faculty of Science upper level and lower level courses?

Exhibit 8: Number of Course Enrolments by Level for AY 2023/24¹⁰



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.

Exhibit 9: Cost Structure of Average Class for Health Science, Faculty of Science UG, and All KPU UG Courses for Academic Year 2023/24¹¹

	Health Science	Faculty of Science UG	All KPU UG Courses
Cost of Instruction	\$15,712.75	\$15,712.75	\$15,712.75
Average # of Seats Filled	26.0	17.9	24.4
Overall % filled by International	20%	29%	44%
Tuition Revenue	\$20,586.75	\$13,822.82	\$29,467.20
Average Net Revenue	\$4,874.00	(\$1,889.93)	\$13,754.45
Total # of Classes	24	729	4,857
Total Net Revenue	\$116,976.02	(\$1,377,758.91)	\$66,805,386.71

*Average Net Revenue = Cost of instruction - tuition revenue

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

¹¹ Data reported in this section was obtained from a dashboard that is under development. The data includes Health Science courses only.

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	13	91%
Spring 2024	20	71%
Fall 2023	-	69%
Summer 2023	13	76%
Spring 2023	4	94%
Fall 2022	-	61%
Summer 2022	30	77%
Spring 2022	7	77%
Fall 2021	15	56%
Summer 2021	16	75%
Spring 2021	19	75%
Fall 2020	3	70%

	Course	Unmet Demand
Summer 2022	HSCI 1115	30

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

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 Health Science Degree Program Student Outcomes Essential Skills Data Compared with Ministry Targets

Measures	Student Outcome Data for KPU Health Science Degree Program	Ministry Target
<i>Respondents</i>	16	
Skill Development ¹³	96%	≥ 85%
<i>Write Clearly and Concisely</i>	100%	≥ 85%
<i>Speak Effectively</i>	94%	≥ 85%
<i>Read and Comprehend Materials</i>	94%	≥ 85%
<i>Work Effectively with Others</i>	88%	≥ 85%
<i>Analyze and Think Critically</i>	100%	≥ 85%
<i>Resolve Issues or Problems</i>	94%	≥ 85%
<i>Learn on your Own</i>	100%	≥ 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 Health Science courses receiving a grade of C and above? How do they compare with the students in Faculty of Science courses at the same level?

Exhibit 12: Cumulative Grade Distribution for Health Science Courses from AY 19/20 to AY 23/24

Cumulative Grade Distribution for Department Courses

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

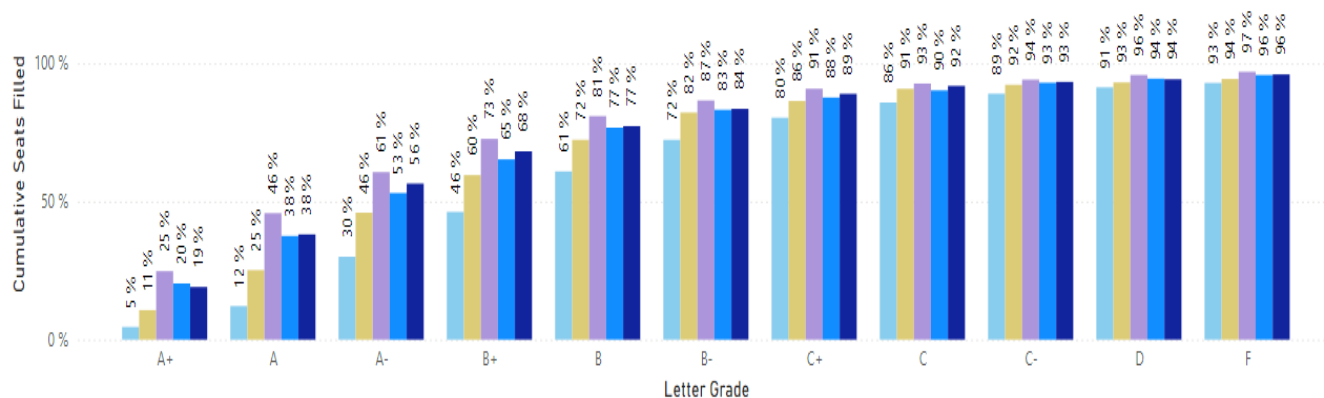
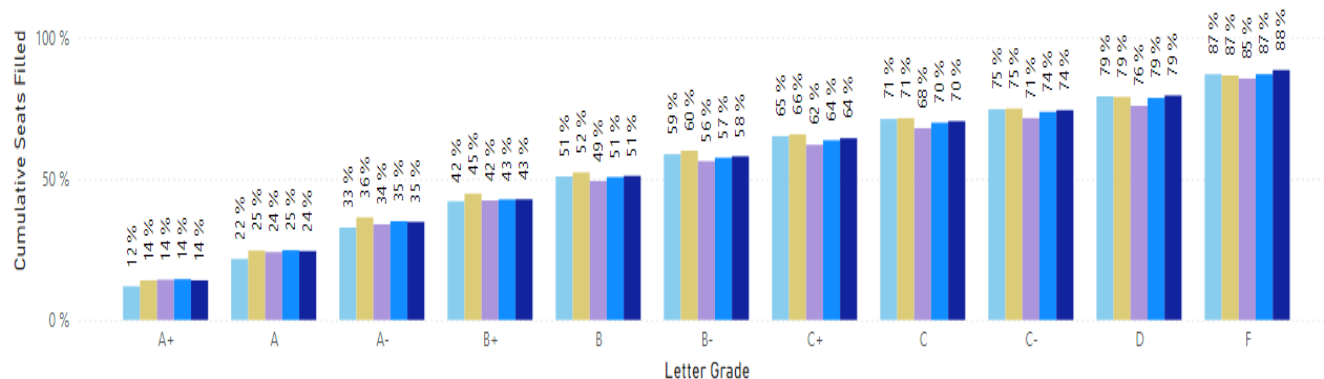


Exhibit 13: Cumulative Grade Distribution for Faculty of Science Undergraduate Courses from AY 19/20 to AY 23/24

Cumulative Grade Distribution for Faculty Courses

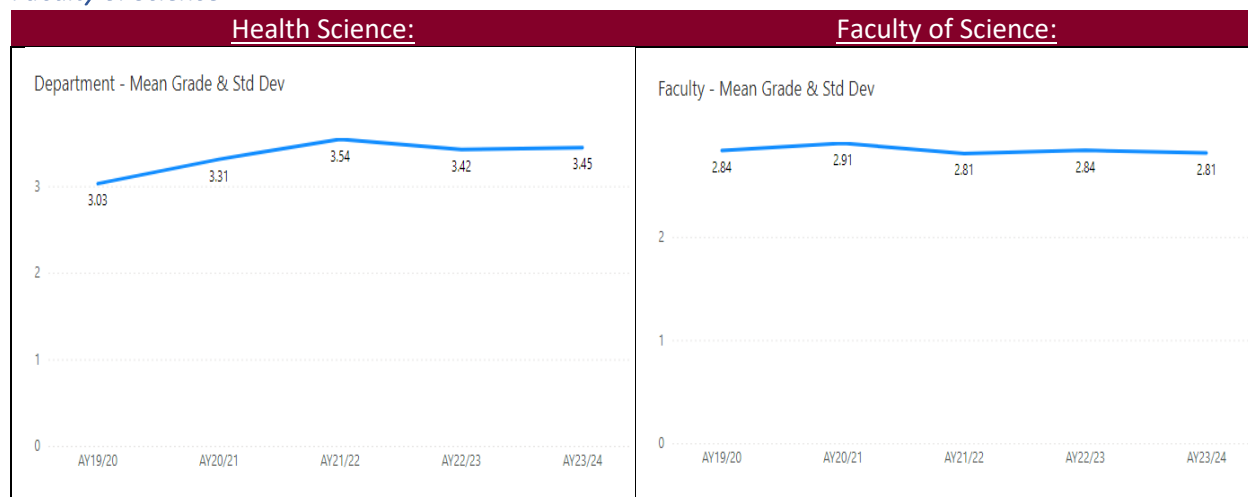
Academic Year 19/20 20/21 21/22 22/23 23/24



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

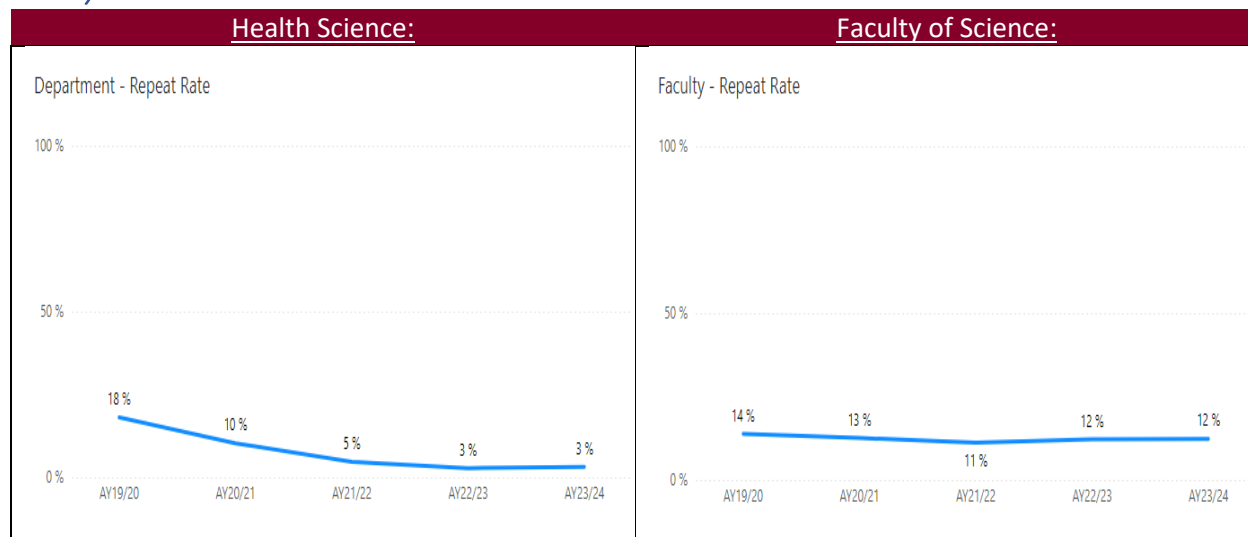
Do the overall grade trends for the Health Science courses indicate an issue? How do they compare with the overall grades for Faculty of Science courses?

Exhibit 14: Grade Data for Health Science Undergraduate Level Courses by Academic Year compared with Faculty of Science



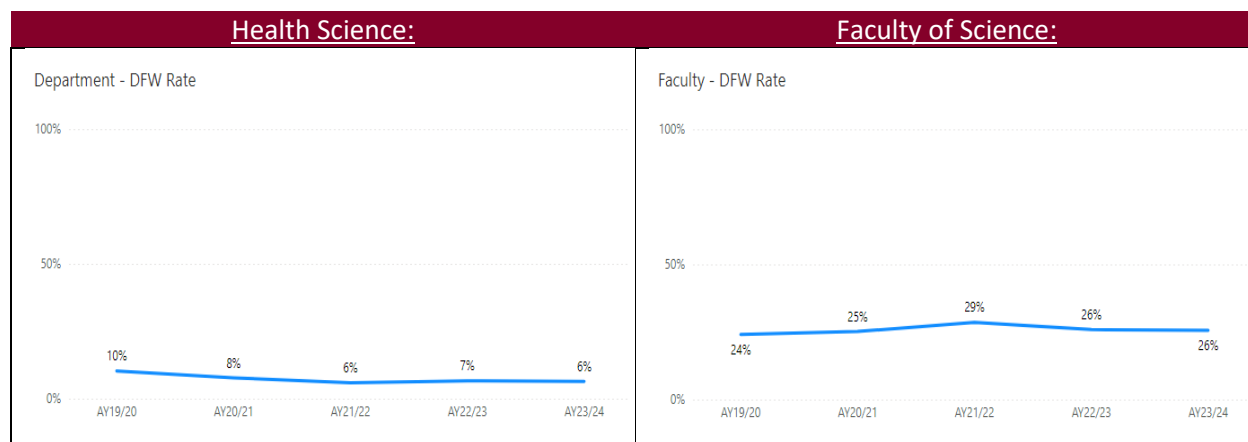
Do the repeat rate trends in Health Science courses indicate an issue? How does it compare with the repeat rate trends of Faculty of Science undergraduate courses?

Exhibit 15: Repeat Rates in Health Science Undergraduate Level Courses by Academic Year Compared with Faculty of Science



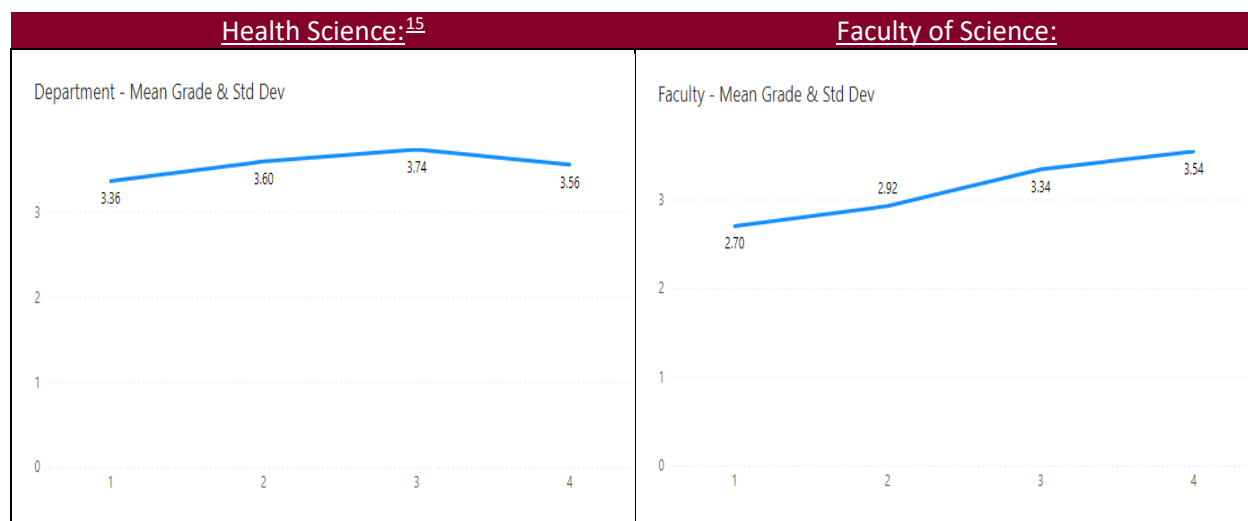
Does the DFW rate trends in Health Science courses indicate an issue? How does it compare with the DFW rate trends in Faculty of Science undergraduate courses?

Exhibit 16: DFW Rates in Health Science Undergraduate Level Courses by Academic Year Compared with Faculty of Science

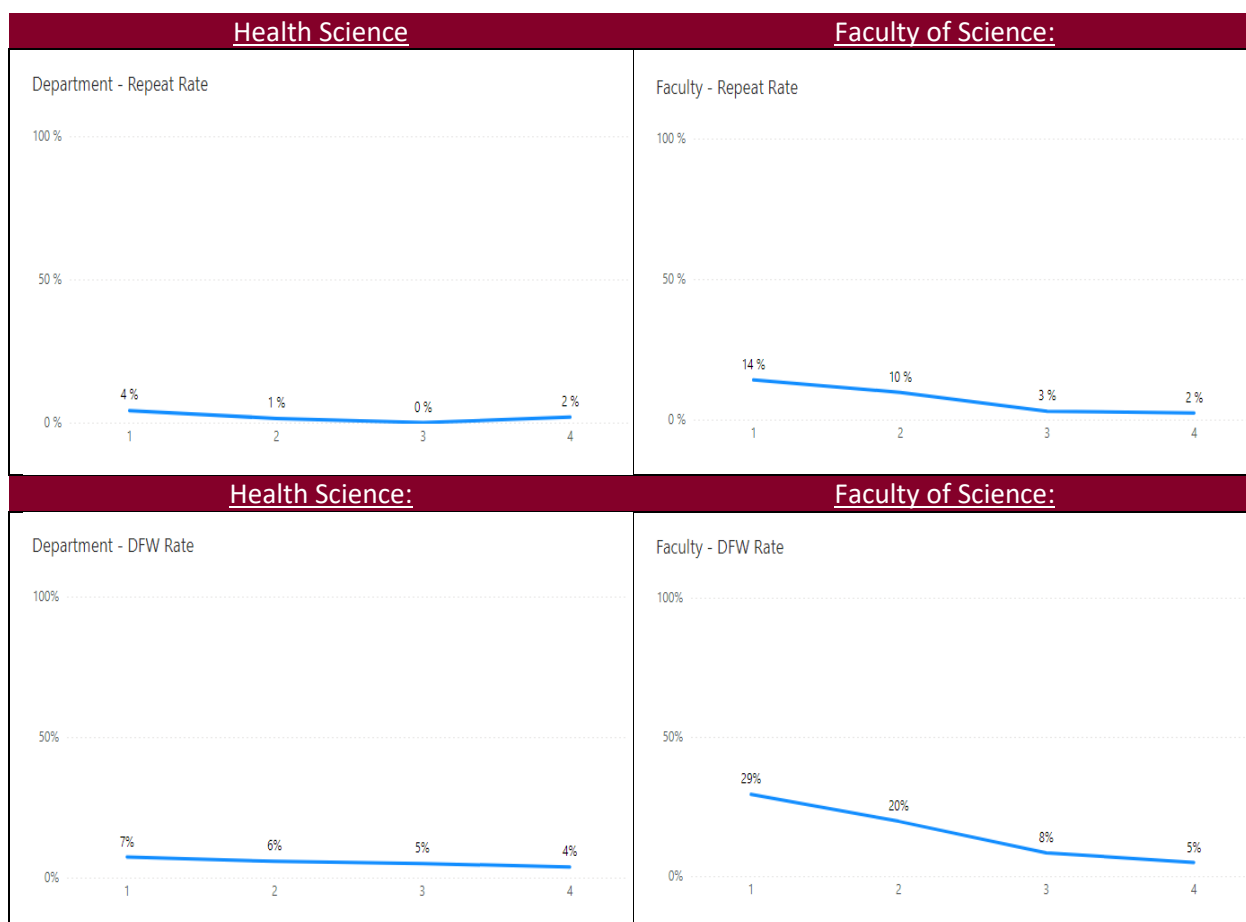


Are there any issues with Health Science students' performance at each level? How do they compare with Faculty of Science undergraduate courses?

Exhibit 17: Student Performance Data for Health Science Courses for AY 2023/24 by Undergraduate Levels Compared with Faculty of Science



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 Health Science degree program graduates over time? How does it compare with Faculty of Science in general?

Exhibit 18: Health Science Degree Program Graduate Headcount¹⁷ by Credential and Academic Year

	2019/20	2020/21	2021/22	2022/23	2023/24
Total ¹⁸	6	8	20	13	24
Baccalaureate Degree	6	8	20	13	24

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.

Exhibit 19: Faculty of Science Graduate Headcount by Credential and Academic Year

	2019/20	2020/21	2021/22	2022/23	2023/24
Total	260	162	215	179	184
Associate Degree	46	27	27	24	9
Baccalaureate Degree	39	42	51	42	53
Certificate	24	8	25	16	12
Citation	38	14	23	22	19
Diploma	126	79	111	87	98

Are graduates of the program successful?

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

Exhibit 20: KPU Health Science Degree Program Student Outcomes Data Compared with Ministry Targets

Measures	Average Student Outcome Data for KPU Health Science Degree Program (2020-23)	Ministry Target
<i>Respondents</i>	16	
Unemployment Rate ¹⁹	12.5%	≤ 7.5%
Currently Employed ²⁰	44%	
In a Related Job ²¹	71%	
Further Studies ²²	81%	

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 I – Health Science Program Comparison

Health Science Program	Program Overview and Description	Degree Specializations	Minimum Credits	Minimum UD Credits ¹	Honours ²	Co-op
KPU	BSc in Health Science: Designed around basic science courses that are complemented by health science and open electives. Prepares students for entry into health professional programs and post graduate degrees, along with employment in health policy, research, management, sales, and education.	--	124	45	✓	✓
SFU	BSc in Health Sciences: Incorporates basic science courses (e.g., biology, chemistry, statistics) with health science courses about health and disease. Students receive advanced training in pharmacology, toxicology, virology and immunology, pathophysiology and epidemiology, as well as molecular biology and genetics.	Life Sciences Public Health and Data	120	44	✓	✓
	BA in Health Sciences: Multi-disciplinary approach to identify and explain the social, behavioural, and biological determinants of health, wellness, and disease in communities and populations. Students take courses in epidemiology, human biology, statistics and research methods, health promotion and disease prevention, health policy and health care systems, evidence-based decision making, and bioethics.	--	120	45	✓	✓
TRU	Bachelor of Health Science: Part-time online studies intended for individuals with a health care diploma (e.g., registered massage therapist) to advance to a degree. Upper level requirements include research methods course and two of either HLTH 3101: Client-Directed Care Management; HLTH 4021: Issues in Health Care; HLTH 4011 Health Policy; or equivalent	Respiratory Therapy (Dipl.)	120	45	--	--

Health Science Program	Program Overview and Description	Degree Specializations	Minimum Credits	Minimum UD Credits ¹	Honours ²	Co-op
UBCO	Bachelor of Health and Exercise Sciences (Kinesiology): Examines the interdisciplinary nature of human health, including the psychology, physiological, neuromechanical, and socio-cultural aspects of movement.	(1) Kinesiology & Allied Health (2) Health Behaviour Change (3) Clinical Exercise Physiology	120	45	✓	✓
UNBC	Bachelor of Health Sciences: Draws from the natural sciences, social sciences, and humanities to provide students with a broad understanding of issues while preparing them for further studies in diverse areas such as community health, epidemiology, management and administration, medicine, occupational and environmental health, rehabilitation sciences, and speech pathology.	Biomedical Studies Aboriginal and Rural Health Environmental Health	122	45	✓	✓
UVIC	BSc in Health Information Science: Focus is on information technology, clinical systems and the business aspects of the health care industry. Students learn to identify information and data needed by doctors, hospital administrators, government planners and other health care professionals and how they are used in order to make effective health care decisions.	--	60 ³	28.5	✓	✓
	BA in Public Health: Students enter in year 3 from social sciences, humanities, or science-based program; remainder of degree is online with two onsite components (also includes a 225-hour practicum placement). Prepares students for a career supporting health and community organizations to provide services that address health inequities.	Disability Studies Indigenous Peoples' Health Global Health Development Ageing	60 ³	28.5	✓	✓

¹ Upper Division (UD) courses have either 300+ course numbers or 3000+ course numbers.

² The Honours program may require additional credits to those required for graduate with a major degree.

³ The University of Victoria uses unit hours as opposed to credit hours. Most one-term courses count for 1.5 units.

REPORT: Health Science Self-Study Report

OVERALL ASSESSMENT:

Please provide a brief assessment of the Self-Study Report under review and an overall recommendation.

Reviewer #1: This is a well-written report in which most statements, conclusions, and recommendations are supported by ample survey data. I recommend it for approval pending the revisions suggested below, or satisfactory justification for retaining the current content.

Reviewer #3: This is a comprehensive and, aside from a few typographical errors, well written SSR. There are some significant concerns around the Curriculum maps and the program has clearly articulated their intention to make revisions and the direction these revisions should take. Well done.

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

- ☒ Reviewer #1 & #2 & #3: Recommend for approval by the SSCPR as is
- ☐ Recommend for approval by the SSCPR pending further action (see below)
- ☐ 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):

Reviewer #1: This chapter provides a thorough description of the program and a thoughtful review of potential opportunities for improvement, consistent with the scope of this self-study.

Reviewer #2: This report includes the program's very thoughtful review of its purpose and position within the health studies educational sector and its relationship to employment in a wide variety of health services fields. It was helpful to learn of the full history of the program through the report's reflections on adjustments made to revise and update the program since its implementation, and plans to address current feedback.

- ☐ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

[Click here to enter text.](#)

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):

Reviewer #2: The report has identified the need for the department to engage in a thorough review of its program learning outcomes and mapping of courses to outcomes. This work will be necessary to identify specific recommendations for curricular change to address student, alumni, and industry feedback.

This program could advance goals of decolonization, anti-racism, and Indigenization by setting specific learning outcomes in these areas and recommending curricular change to support those outcomes for all students of the program. Currently, the program allows students to select courses that focus on social and ethical issues in health research and health care delivery, but these are not currently a requirement to successfully complete the program.

The program might consider adding BIOL 3180 (which has the Writing-Intensive attribute) as one of the example courses that support the "Writing Clearly and Concisely" essential skill.

The "Reading and Comprehending Material" essential skill doesn't connect the understanding of statistics with academic writing and research in the field. The program might wish to specify if the majority of material in the field is based on experimentation to make this connection explicit.

Reviewer #3: There are some minor typographical errors noted below. the Career and Pathways maps are well laid out and comprehensive. The Curriculum map does need significant work. The write up correctly identifies challenges with the PLOs and makes recommendations for addressing these concerns. The curriculum assessment identifies several concerns with the CLOS. The recommendations identified represent an excellent starting point for a future revision of this program' curriculum. Well done, this was a significant amount of work to assess and come up with these recommendations. The other recommendations appear in scope and appropriate.

☐ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

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):

Reviewer #1: Chapter 3 adequately assesses program's relevance, faculty qualifications, connections to the discipline, and student demand. The chapter provides a clear and eloquent summary of the survey data and presents well-considered recommendations.

I suggest a minor edit: In chapter 3.1 (page 22), after describing the results collected among current students, authors appear to refer to "similar findings" shown in appendix H without explaining that it reflects the survey results conducted among degree program graduates. I suggest adding a brief clarification (in red).

"For instance, one-third of alumni respondents were somewhat satisfied, with another 47% very satisfied. For current students, 39% were somewhat satisfied and 19% were very satisfied with the instruction they have received within the program. Similar findings, particularly with respect to both satisfaction and quality, are reflected in the survey results conducted among program graduates ~~highlighted in~~ (Appendix H). Of 16 respondents, 100% were satisfied or very satisfied with the education received in the Health Science program."

Reviewer #2: The report clearly explains the positioning of this program within the post-secondary landscape as well as opportunities for employment and further education for graduates. The report contains clear descriptions of faculty qualifications and connection to industry organizations.

☐ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

[Click here to enter text.](#)

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):

Reviewer #1: Generally the chapter is very well written and it thoroughly examines the effectiveness of the instructional design and delivery of the program.

Reviewer #2: The report contains insightful plans to respond to student, alumni, and industry partner feedback about the delivery of the program. The program's goals to improve use of health care simulation and to provide students with more collaboration and workplace skills might be supported through consultation with faculty members in programs with similar learning outcomes within the Faculty of Health and the Melville School of Business.

☐ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

[Click here to enter text.](#)

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: Chapter 5 adequately assesses program's resources, services, and facilities from both the student and faculty perspective.

Minor edit: Please provide references to specific appendices (Appendix D – for student data and Appendix F for faculty data) in the top portion of page 47 (the facilities needed to deliver the curriculum).

Reviewer #2:

The appendices and discussion within the report itself provide data to support the conclusions of the program and the recommendations.

☐ **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):

Reviewer #1: This chapter summarizes the conclusions drawn from the evidence gathered in the program review. I noticed that the number of conclusions presented in this section exceeds the number of recommendations originally provided at the end of Chapters 3 and 4. While the recommendations in those chapters appear to be well supported by the survey data discussed in their respective sections, I am not certain if the additional conclusions in Chapter 6 are equally well substantiated. Although these new statements are well articulated and reasonable, I was not able to verify their validity due to lack of time. Please provide a (verbal) rationale for including them in chapter 6 only.

☐ **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 #)
Page 6 List of required courses for Year 1 of BSc Major: ENGL 110 <u>0</u> (typo in course number)
Page 12, under "Pathways for graduates" there is an extra "0" in the bracket – "178,1000 job openings; 16%of the total"
Page 15 Speaking Effectively: "throughout the courses in the program, students-' confidence..." (remove space between apostrophe and "s" in "students")
Page 20 right at the bottom of the page. The line states "as a result many outcomes do no align well..." this may be "do not align well"
Page 33: third paragraph: "(e.g., Alexander College) and is currently purs <u>u</u> ing (typo, missing "u")
Page 37: groups of courses listed inconsistently between pages 6/7 (comma separated) and in experiential learning opportunities' first paragraph on page 37 (& used to separate) – could be changed in one of the locations for consistency

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Agenda Item: 5.5

Meeting Date: October 29, 2025

Presenter: Meredith Haaf

Agenda Item	Revised Program Review Guides
Action Requested	Discussion
Context & Background	Over summer 2025, the Office of Planning & Accountability conducted a comprehensive review of the program review guides and templates. This review was informed by feedback from programs that have undergone reviews and from SSCPR members as part of regular meeting discussions.
Key Messages	N/A
Consultations	Revisions made based on input and feedback received by programs undergoing reviews in the 2024/25 academic year and SSCPR Chair and members as part of regular SSCPR meetings.
Attachments	Program Review Guide 1 Getting Started Program Review Guide 3 Self-Study Data Program Review Guide 4 Self-Study Program Review Self-Study Report Template Program Review Guide 7 Annual Follow-Up Reporting
Submitted by	Meredith Haaf, Director, Planning & Accountability
Date submitted	September 24, 2025



Program Review Guide #1: Getting Started

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1. Introduction to Program Review

What Program Review Is

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

Program Review is:

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

Participatory – uses input from internal and external parties including students, graduates, faculty, staff, administration, program advisory committees, discipline/sector representatives, and employers, as appropriate;

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

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

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

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

Why We Do Program Reviews

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

Frequency of Program Reviews

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

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

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

Overview of the Components of Program Review

Program Review provides an opportunity to identify and promote specific aspects of educational excellence within a program. It also helps identify areas for improving instruction and services to learners through an assessment of the program's:

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

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

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

Who Is Involved in Program Review

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

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

Primary Author – The Primary Author is a member of the Program Review Team who takes on the

responsibility for writing the self-study report, including all revisions required by SSCPR. However, the Primary Author is not the sole person involved in the Self Study process, nor do they necessarily lead the entire Program Review. Rather the author collaborates with their colleagues throughout the writing of the Self-Study report – e.g., interpreting data, drawing conclusions, developing recommendations, etc., and writes up the results of these discussions using the Self-Study Report template. It is the responsibility of all department faculty to contribute throughout the Program Review phases, including discussing the findings and recommendations and providing feedback to the Primary Author on drafts of the self-study report.

For taking on the work of writing the Self-Study report, the Primary Author receives a one-course time release. This one-time course release should not be taken at the start of the Program Review process, as the majority of the writing occurs after data collection, which typically takes place in the second semester following the review's initiation.

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

Teaching & Learning Commons – provides support to the Program Review Team in development/review of program learning outcomes, career pathways map, and curriculum map.

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

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

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

Starting the Program Review Process

When your program is scheduled to undergo a review, OPA's Manager, Quality Assurance, will contact the Program Chair to set up a meeting to explain the process and OPA's role in supporting it. A representative from the Teaching & Learning Commons will also attend the meeting to talk about the curriculum review phase of the process. The Manager will help the Program Review Team develop a plan and timeline for the review and provide resources on Program Review and guidance throughout.

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

OPA is here to support you throughout the review!

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

Tel: 604.599.3294 or sscpr@kpu.ca

2. Program Review Timeline

Program Review consists of eight phases, four of which involve the Self-Study report. A review typically takes 16-20 months from commencement to submission of the Quality Assurance Plan, unless the program has provided the SSCPR with an appropriate rationale for an extension. The Dean or AVP Academic decides if a delay is appropriate. This timeline accounts for all of the activities to be undertaken by the various participants and takes into account the annual vacation of faculty members.

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

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

◆ Report submission months

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

The timeline ensures that data and other information collected for the Self-Study remains timely throughout the review and that programs remain in compliance with the Program Review Policy AC3, which states that reviews must be completed within 24 months of starting (i.e., the Quality Assurance Plan must be approved by the SSCPR within 24 months of the commencement of the review).

OPA keeps a schedule of the year each Program Review should begin to ensure that degree and non-degree programs are reviewed every 5 years.

Delays in the Program Review can cause a range of challenges including, but not restricted to, the expiry and recollection of data and lack of compliance with the Program Review Policy.

A description of the timeline for each phase follows.

Phase 1: Getting Started – This phase includes a kick-off meeting to plan the timeline for the review and orient faculty involved to the Program Review process. While the Program Review process can begin in either September, January, or May of the academic year the review is scheduled to take place, the kick-off

meeting should occur at least a few months before the Curriculum Mapping Workshop the program is planning to attend. Note that Teaching & Learning Commons offers three Curriculum Mapping Workshops in each academic year, in September, January, and May so the timing of the Program Review initiation is meant to align with these timeframes. The exact date of the kick-off meeting is determined based on discussions with the Dean and program chair.

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

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

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

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

The primary author of the self-study report must attend the SSCPR meeting where the report will be discussed. If there is a scheduling conflict, the author must arrange for alternate teaching coverage.

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

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

Phase 8: Annual Follow-Up Reporting – Beginning about 12 months after the Quality Assurance Plan has been approved, the program submits an annual follow-up report on progress made on implementing the

QAP. Annual reports are required until the SSCPR has deemed that the plan is substantially complete.

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

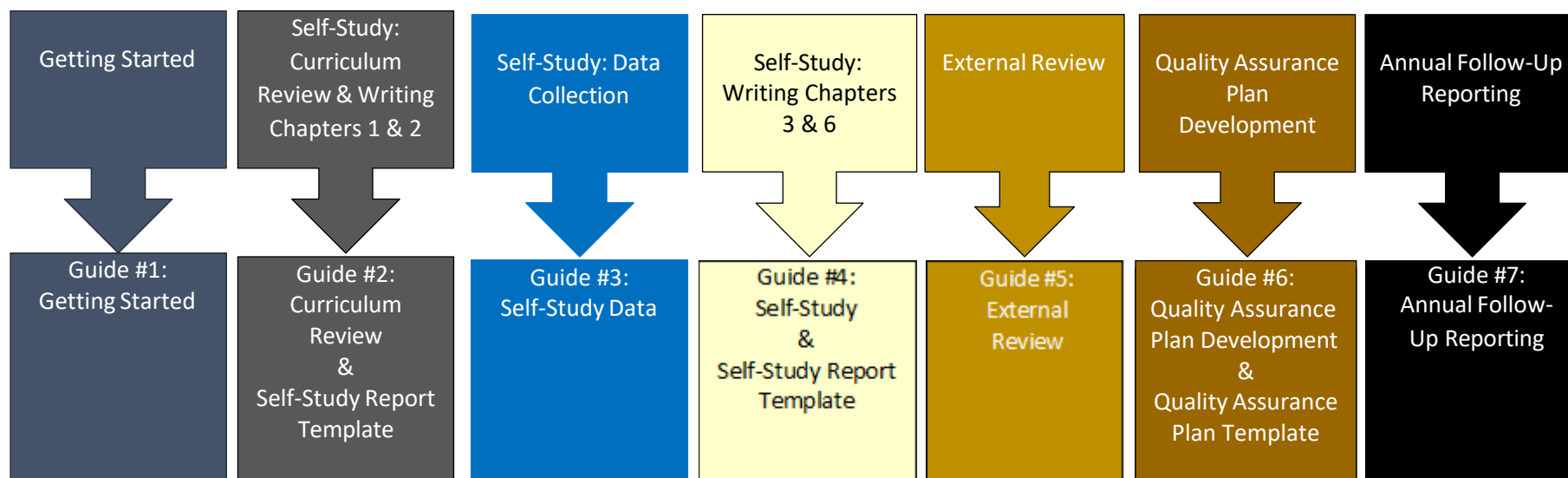
To facilitate the process, each program under review will receive an invitation to present their reports to the SSCPR as indicated in the timeline.

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

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

3. Program Review Guides & Templates

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



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

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

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

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

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

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

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

Guide #6: Quality Assurance Plan Development – comes with a template and explains in detail how to develop a Quality Assurance Plan based on the findings and recommendations in the Self-Study and External Review Reports, as well as at least two UN Sustainable Development Goals the program will address.

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

4. Program Review Roles and Responsibilities

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

Phase 1 – Getting Started

Timing: Program Review Launch

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

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

Timing: Months 1 to 3

Primary Author (in consultation with Program Review Team)	OPA	Teaching & Learning Commons
<p>Reviews <i>Curriculum Review Guide (Guide #2)</i> and <i>Self-Study Report Template</i>;</p> <p>Conducts a review of the program's curriculum, which is the first step in the Self-Study;</p> <p>Completes Chapters 1 & 2 of the <i>Self-Study Template</i>.</p>	<p>Provides <i>Guide #2</i> and the program's curriculum mapping template with <u>Program Learning Outcomes (PLOs), if available, and</u> Course Learning Outcomes <u>(CLOs)</u>.</p>	<p>Program is asked to attend one of the 3 <u>Conducts a Curriculum Mapping workshops every semester</u> Teaching & Learning Commons conducts each academic year for programs starting the review process.</p> <p>Teaching & Learning Commons p<u>Provides guidance and advice in conducting the review of the program's curriculum. Program Review Teams are encouraged to contact the Teaching & Learning Commons at tlprogsupport@kpu.ca for assistance with curriculum review.</u> Program Review Teams can contact Teaching & Learning Commons for assistance with curriculum review at tlprogsupport@kpu.ca.</p>

Phase 3 – Self-Study: Data Collection

Timing: Months 3 to 5

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

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

Timing: Months 4 to 8

Primary Author (in consultation with Program Review Team)	OPA	Dean's Office	SSCPR
<p>Reviews <i>Self-Study Guide (#4)</i> and <i>Self-Study Report Template</i>;</p> <p>Completes Chapter 3 to 6 of the <i>Self-Study Report Template</i>;</p> <p>Forwards the <i>Self-Study Report</i> to the Manager at sscpr@kpu.ca.</p>	<p>Provides guidance and advice, as required;</p> <p>If requested, connects with Chair to have members of SSCPR provide feedback on a draft version of Self-Study Report in advance of formal submission to SSCPR.</p> <p>Reminds Program Review Team when Self-Study Report is due;</p> <p>Reviews Self-Study report and appendices for completeness.</p> <p>Forwards the Self-Study Report and appendices to the Dean.</p>	<p>Reads drafts of Self-Study Report and provides feedback;</p> <p>When Self-Study Report is ready for submission, provides feedback and advice in the form of a memo, which is presented at the beginning of the Self-Study Report.</p> <p>Note: the Dean requires a minimum of three weeks to review the report and compose the memo.</p>	<p>Provides feedback on draft version of Self-Study Report, if such input is requested prior to formal submission.</p>

Phase 5 – Self-Study: Review/Revisions

Timing: Months 8 and 9

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

Phase 6 - External Review

Timing: Months 9 to 12

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

Phase 7 - Quality Assurance Plan Development

Timing: Months 13 to 16

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

Phase 8: Annual Follow-Up Reporting

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

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

Appendix A: SSCPR Memorandum



KWANTLEN POLYTECHNIC UNIVERSITY
SURREY CAMPUS

12666 – 72ND Ave.
Surrey, BC Canada V3W 2M8

MEMORANDUM

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

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

DATE: January 17, 2018

SUBJECT: The Regulatory Context of The Program Review Process

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

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

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

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

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

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

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

per Degree Quality Assessment Board Secretariat (2017b)

per Council of Ministers of Education, Canada (2007)

per University Act, British Columbia, 25.2.6.f

MEMORANDUM

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

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

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

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

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

per Shanahan (2015), p. 47

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

per Degree Quality Assessment Board Secretariat (2017b)

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

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

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

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

per Governance and Quality Assurance Branch (2016)

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

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



MEMORANDUM

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Appendix B: KPU Program Review Policy



Policy History
Policy No. AC3
Approving Jurisdiction: Board of Governors, with Senate advice
Administrative Responsibility: Provost and Vice President Academic
Effective Date: September 1, 2025

Program Review Policy

A. CONTEXT AND PURPOSE

1. Program Review at Kwantlen Polytechnic University is a faculty-led, collaborative, systematic and evidence-based examination of a program's quality. Program Review allows for a detailed analysis of a program's strengths and areas for improvement that result in enhancements to the program. Students, faculty, alumni, discipline/sector representatives (e.g., program advisory committees), and programs' Deans offices are all given an opportunity to provide their perspectives during the review.
2. 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.
3. Program Review is the process that drives continual progress and improvement at the program level. Program Review findings should inform Senate deliberations on curricular changes and curriculum development. For this reason, Quality Assurance Plans will be submitted to Senate following approval by the SSCPR, as part of the SSCPR Chair's Report.

B. SCOPE AND LIMITS

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

C. STATEMENT OF POLICY PRINCIPLES

1. All degree and non-degree programs will be scheduled for review at least once every five (5) years.
2. All programs under the governance of Senate must meet the requirements of Policy AC3, including programs that undergo extensive review by external accrediting bodies. As appropriate, the review of programs that undergo external review may occur concurrently *with the external accreditation so as not to duplicate processes*.
3. Successful completion of a Program Review includes the SSCPR's approval of the following reports: Self-Study Report, External Review, and Quality Assurance Plan.
4. Final completion of a Program Review occurs when implementation of the Quality Assurance Plan has been deemed substantially completed by the SSCPR, as demonstrated through Annual Follow-Up Reports.
5. The SSCPR Chair will include approved Quality Assurance Plans in the SSCPR Report to Senate.

D. DEFINITIONS

Refer to Section A of AC3 Procedure for a list of definitions in support of this Policy.

E. RELATED POLICIES & LEGISLATION

University Act 35.2 (6)(f)

AC9 Skills and Outcomes Policy

AC10 Development and Change of Senate-Approved Programs

F. RELATED PROCEDURES

AC3 Program Review Procedure

Appendix C: KPU Program Review Procedure



Policy History
Policy No. AC3
Approving Jurisdiction: Board of Governors, with Senate advice
Administrative Responsibility: Provost and Vice President Academic
Effective Date: September 1, 2025

Program Review Procedure

A. DEFINITIONS

- Annual Follow-up Report:** Annual Follow-up Reporting is the last phase in KPU's Program Review process. It provides programs with a framework for reporting on progress made in carrying out the Quality Assurance Plan (QAP). The first annual follow up report is due one year after the Quality Assurance Plan has been approved. Reports are provided annually until the program has demonstrated to the satisfaction of the Senate Standing Committee on Program Review (SSCPR) that the Quality Assurance Plan (QAP) is substantially completed. This is required so KPU can demonstrate how the Program Review led to program improvements, one of our accountability requirements to government.
- External Review:** The External Review follows the completion of the Self-Study Report. It is conducted by a team of three members, two of whom are external to KPU, and one who is a faculty member from another faculty at KPU. The purpose is to validate the Self-Study Report and provide additional information regarding program's strengths and areas needing improvement. The External Review phase involves a site visit, either on-campus or online, which allows the External Review Team (ERT) to meet with various interested parties to ensure that the ERT has sufficient information upon

which to base their assessment of the Self-Study Report.

3. **Program:** A defined set of courses of instruction that lead to a credential approved by KPU Senate. A program also consists of a) a unit of study, under the governance of Senate, that results in the granting of a degree or a non-degree credential or b) a unit of study that constitutes the designation of major or minor, or c) a unit of study that constitutes a department.
4. **Quality Assurance Plan:** The Quality Assurance Plan (QAP) 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.
5. **Self-Study:** The Self-Study consists of a review of the program's curriculum, instructional design and delivery, program relevance, student demand and resources needed to support the program. It is the core of the program review process and forms the foundation on which the entire review is based. It includes an analysis of the program's strengths, weaknesses, opportunities and challenges, as well as recommendations that will need to be addressed to improve the program's quality.
6. **SSCPR:** The Senate Standing Committee on Program Review (SSCPR) is responsible for: developing procedures and standards to ensure Program Reviews are conducted in accordance with the principles of the Program Review Policy; and reviewing reports to ensure they meet KPU's program review standards. The Committee includes faculty, dean, staff and student representation.

B. PROCEDURES

1. The schedule for Program Reviews is updated on a yearly basis by the Office of Planning & Accountability's (OPA) Manager of Quality Assurance, in consultation with the Deans and Associate Deans, and provided to Senate to ensure programs are reviewed at least once every five years. For departments with more than one program in the same discipline, they are reviewed together.

2. The review consists of four components, each of which requires a report to be submitted to the SSCPR:
 - a. Phase 1: Self-Study;
 - b. Phase 2: External Review;
 - c. Phase 3: Quality Assurance Plan;
 - d. Phase 4: Annual Follow-Up Reporting.
3. Faculty are responsible for writing and submitting all Program Review reports and appendices (with the exception of the External Review) and ensuring that each report is in compliance with SSCPR-approved standards and templates. Deans are also expected to provide input to all reports (with the exception of the External Review). The Provost is expected to provide direct input to the Quality Assurance Plan.
4. Guides that lay out expectations for each component of the review process, as well as templates for each report, are available on OPA's Program Review webpage, linked here: [Guides & Sample Reports](#). These documents include, but are not limited to, the following:
 - a. **Guide #1: Getting Started** – provides the Program Review Team with an overview of the Program Review process at KPU and prepares them for the Program Review kick-off meeting.
 - b. **Guide #2: Curriculum Review** – includes information on how to conduct a curriculum review, including developing/reviewing program learning outcomes, career pathways map, and curriculum map. It also explains where to report this information in the Self-Study Report template.
 - c. **Guide #3: Self-Study Data** – provides information about the data sources available for the Self-Study, including administrative data, standard survey questions, and the survey development process. Administrative data and survey results, which are provided by OPA, inform assessments of program relevance and demand, effectiveness of instructional delivery, and program resources, services, and facilities.
 - d. **Guide #4: Self-Study** – Explains how to use the Self-Study data to address the Program Review questions and where to report this information in the Self-Study Report template within the following sections: program relevance and demand (relevance, faculty qualifications and currency, student demand); effectiveness of instructional delivery (instructional design and delivery of the curriculum, student success, student experience including equity, diversity and inclusion); and resources, services and facilities.
 - e. **Guide #5: External Review** – provides information on the steps required to plan an external review site visit and criteria for selection of external reviewers.

- f. **Guide #6: Quality Assurance Plan Development** – comes with a template and explains in detail how to develop a Quality Assurance Plan based on the findings and recommendations in the Self-Study and External Review Reports.
 - g. **Guide #7: Annual Follow-Up Reporting** – explains the process for reporting back to the SSCPR on progress made in carrying out the Quality Assurance Plan.
- 5. Sample approved reports are also available on the OPA's Program Review webpage, linked here: [Guides & Sample Reports](#).
- 6. To ensure quality standards, the SSCPR must approve each report before the review can proceed to the next phase of the process.
- 7. The SSCPR also approves the individuals the program nominates to serve as external reviewers.
- 8. A program with an external accreditation body will only require one external review site visit (to be conducted by the accreditation external review team) if the following conditions are met:
 - a. The composition of the accreditation external review panel is equivalent to that of a KPU external review team (i.e. the team consists of a combination of academics and discipline/sector professionals).
 - b. The accreditation review site visit is similar in scope to that of a KPU external review site visit and will involve talking to similar groups of stakeholders (e.g. students, faculty, staff, alumni, advisory board members).
 - c. The accreditation external review report can be made public on KPU's Program Review website.
- 9. The Quality Assurance Plan is approved by SSCPR and is then forwarded to Senate for information. The next Program Review begins five years following the date of approval of the Quality Assurance Plan by SSCPR. The approved Quality Assurance Plans are available on OPA's Program Review webpage, linked here: [Completed Reviews](#).
- 10. A Program Review is completed once the SSCPR has determined that the Quality Assurance Plan has been substantially completed and no additional Annual Follow-up Reporting is required.
- 11. A review typically takes 16-20 months from commencement to submission of the Quality Assurance Plan, unless the program has provided the SSCPR with an appropriate rationale for an extension. The Dean or AVP Academic decides if a delay is appropriate. However, all reviews must be completed within 24 months of starting (i.e., the Quality Assurance Plan must be approved by the SSCPR within 24 months of the commencement of the review).
- 12. Compliance with AC3 Policy and Procedure would encompass the following situations:
 - a. A program's Quality Assurance Plan not more than five years ago; OR

- b. The review is underway, started within 5 years of completion of the last review, and is progressing appropriately (i.e., it has been less than 24 months since the review began).
- 13. The Provost will decide on the appropriate action should a program not be in compliance with this Policy and Procedure.
- 14. OPA provides planning support and guidance throughout the review process; provides administrative data; oversees survey data collection (which includes gathering views from students, faculty, alumni and members of the sector), including guidance on survey design, survey administration, and data analysis and reporting. OPA also provides administrative support to the SSCPR. The OPA staff who are on-hand to provide support are:
 - a. Manager, Quality Assurance;
 - b. Research Analysts, Quality Assurance.

C. RELATED POLICY

AC3 Program

Review AC9 Skills

and Outcomes

AC10 Development and Change of Senate-Approved Programs

Program Review Guide #3: Self-Study Data

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1. Introduction

KPU's Program Review process is designed to be informed by quantitative and qualitative data. OPA will provide the Program Review Team, i.e., the team of faculty members conducting the review, with a standard set of administrative data, and will administer surveys to obtain feedback from students, alumni, faculty, and discipline/sector representatives.¹

The Self-Study Guide (Guide #4) identifies how each piece of data can be used to address specific program review questions. This guide (Guide #3: Self-Study Data) provides information about the data itself.

The administrative data and survey results are provided to the Program Review Team already formatted for inclusion as appendices to the Self-Study Report. The Program Review Team should refer to the appropriate data in the Self-Study Report as they develop evidence-based conclusions and recommendations.

2. The Data Collection Process

The Data Collection phase for the Self-Study Report begins right after the Curriculum Review phase is completed and should take about 3 months.

Step 1: Administrative data report is prepared by OPA towards the end of Phase 2: Curriculum Review. For open-intake programs, students may not yet be declared into the program. For some programs, declaration isn't required until students apply to graduate. For others, declaration may not happen until well into their second year of the program. For these reasons, it can be challenging to identify the students in the program. Hence, for open-intake programs, OPA will first meet with the Program Review Team to identify core courses that can be used to identify non-declared students who are pursuing the program.

Step 2: The Program Review Team reviews the administrative data report and determines whether additional administrative data is needed. OPA is available to provide additional data, where feasible. Sometimes OPA conducts customized analysis to address program-specific needs, but this takes time and so requests should be made to the Manager, Quality Assurance as early as possible.

Step 3: In preparation for the survey launch, the Program Review Team:

- provides the list of faculty members and discipline/sector representatives to be surveyed; and
- reviews the standard survey questions that are provided in this guide (Guide #3: Self-Study Data) and determines whether there is additional information to collect through the surveys.

Step 4: If the Program Review Team identifies that additional information is needed, they provide the Manager, Quality Assurance with the type of information required and how this information will be used. OPA translates the information into questions appropriate for the surveys, determines where to place them in the surveys, and seeks feedback from the Program Review Team. So that the surveys aren't too long, all new questions should be considered carefully to ensure they will provide valuable data relevant to program review.

Step 5: OPA administers the surveys. During the survey period of three weeks, recipients receive three reminders and the Program Review Team receives weekly response rate updates.

Step 6: OPA prepares reports of the survey results, formatted for inclusion in the Self-Study Report appendices, shares them with the Program Review Team, and provides assistance with interpretation of the results, if needed.

¹ Community partners, industry experts, employers of graduates, and program advisory committee members are the discipline/sector representatives.

3. Administrative Data

The administrative data report, prepared by OPA, includes the following information for chapters 3 and 4 of the Self-Study Report:

For Chapter 3, Program Relevance and Demand – 3.3. Student Demand:

- demographic profile of program students;
- course and program headcounts for the past five years;
- number of students enrolled in similar programs at other BC public post-secondary institutions;
- waitlist trends for required courses in the program, if applicable.
- filled seats in program courses for the past four years;
- cost structure of the program;

For Chapter 4, Effectiveness of Instructional Delivery – 4.1. Instructional Design Delivery of the Curriculum:

- graduate assessment of the program from BC Student Outcomes Survey including comparison data for similar programs in BC.

For Chapter 4, Effectiveness of Instructional Delivery – 4.2. Student Success:

- grade distributions including mean grades, DFW² and repeat rates in the program and across the Faculty;
- graduate headcounts and median years taken to graduate;
- retention to second year and leaver rates, where available;
- graduate employment outcomes from BC Student Outcomes Survey including comparison data for similar programs in BC.

Sections of the Self-Study Report where the results should be reported are highlighted throughout the administrative data report. Glossary and footnotes provide important information about the data sources and definitions.

4. Surveys

The program review surveys include the standard questions that should be asked of students, alumni, faculty, and discipline/sector to address the issues to be covered in the Self-Study.

4.1. Student Survey

The student survey is designed to gather student feedback about various aspects of the program including the relevance and currency of the curriculum, instructional delivery, and services, resources, and facilities, and their overall educational experience.

The student survey also includes several open-ended questions to gather input on the strengths of the program and areas for improvement.

Please refer to Appendix A for the list of standard questions in the student survey.

4.2. Alumni Survey

The alumni survey gathers feedback on how the program prepared the alumni for their career and/or further education, and what was missing, if any, from the program given their experience in the labour market. It provides graduates with the opportunity to share their feedback on the quality of their education and their post-graduation

² DFW rate is the percentage of students who either received a grade of D or F, or withdrew from the course.

employment and/or further studies, which then helps Program Review Teams to determine what is needed to improve the KPU experience for future students.

The alumni survey also includes open-ended questions to gather feedback on the strengths of the program and areas for improvement.

Please refer to Appendix B for the list of standard questions in the alumni survey.

4.3. Faculty Survey

The faculty members are surveyed to reflect on the program and gather their feedback about various aspects of the program including the relevance and currency of the curriculum, instructional delivery, and services, resources, and facilities.

The faculty survey also includes several open-ended questions to gather input on strengths and areas for improvement.

Please refer to Appendix C for the list of standard questions in the faculty survey.

4.4. Discipline/Sector Survey

Community partners, industry experts, employers of graduates, and program advisory committee members identified by the program receive the discipline/sector survey. The purpose of the discipline/sector survey is to gather feedback on whether the program's curriculum is reflective of the needs of the discipline/sector and responsive to the changes over time.

The discipline/sector survey includes open-ended questions to gather feedback on strengths of the program and areas for improvement from the discipline/sector representatives who are familiar with the program.

Please refer to Appendix D for the list of standard questions in the discipline/sector survey.

Appendix A: Student Survey Standard Questions

KPU Program Review Student Survey

Survey Invite:

Dear [Name],

KPU's [Program Name] program is currently undergoing a review. As someone who has taken courses in this program, your feedback is highly valued. Your insights will play an important role in shaping future improvements to the program.

This survey will take approximately 15-20 minutes to complete and includes opportunities to provide comments. Participation is voluntary, and you may skip any questions you prefer not to answer.

Please complete the survey by [Date]. Only KPU's Program Review staff handle the data collected. Your feedback will be anonymous and there will be no way for the program faculty to know what you said. Aggregate data will be reported, along with verbatim comments.

As a thank you for completing the survey, you can enter a draw for a chance to win a \$200 gift card to Amazon or a grocery store. Contest rules are provided at kpu.ca/iap/contestrules.

If you have any questions or concerns about this survey, please contact [Research Analyst Name] at [Research Analyst Email].

Survey Questions:

Sections of the Self-Study Report where the results should be reported are highlighted throughout. The highlighted statements and phrases in brackets are not shown in the actual surveys.

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Who takes the program?

Your Program

For non-cohort-based programs only - relevant credentials should be included

1. Which of the following credentials are you working towards at KPU? Please select all that apply.
 - ☐ Graduate Certificate in [Program Name]
 - ☐ Post-Baccalaureate Diploma in [Program Name]
 - ☐ Bachelor's degree: Major in [Program Name]
 - ☐ Bachelor's degree: Minor in [Program Name]
 - ☐ Associate of [Faculty Name] in [Program Name]
 - ☐ Diploma in [Program Name]
 - ☐ Certificate in [Program Name]
 - ☐ None of the above [skip to the end]
 - ☐ Don't know [skip to Q3]

Reasons for Taking the Program

Display if a credential is selected in Q1

2. What was your main reason for enrolling in the **[Program Name]** program?
 - To prepare for a specific career or job
 - To improve my job prospects and/or earning potential
 - To prepare to transfer to another institution
 - To qualify for graduate studies
 - To qualify for the Post-Graduation Work Permit program (display if student is international)
 - Other, please specify:

QUESTIONS ON CHAPTER 4: EFFECTIVENESS OF INSTRUCTIONAL DELIVERY

Instructional Design and Delivery

When responding to questions about the quality of the education you have received, please refer to the program as a whole **without specifying the names of individual instructors or courses**.

Are appropriate opportunities provided to help students acquire the PLOs?

3. 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 **[Program Name]** program helping you develop each of the following learning outcomes?

	Not at all	A small extent	A moderate extent	A large extent
Program Learning Outcome 1				
Program Learning Outcome 2				
Program Learning Outcome 3				
Program Learning Outcome 4				

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

The following question is intended exclusively for undergraduate programs below Level 5 and should not be included in programs at Level 5 or above.

4. To what extent are the courses you are taking for KPU's **[Program Name]** program helping you develop each of the following essential skills?

	Not at all	A small extent	A moderate extent	A large extent
Writing clearly and concisely				
Speaking effectively (verbally express opinions or ideas clearly and concisely)				
Reading and comprehending material (appropriate to the field)				
Working effectively with others				
Analyzing and thinking critically				
Resolving issues or other problems				

	Not at all	A small extent	A moderate extent	A large extent
Learning on your own				
Using mathematics <i>(included if applicable to the program)</i>				

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

5. How much do you agree or disagree that you have sufficient opportunities in the program to reinforce your learning through practical application of this learning? *(included if applicable to the program)*
 - ☐ Strongly disagree
 - ☐ Somewhat disagree
 - ☐ Neither agree nor disagree
 - ☐ Somewhat agree
 - ☐ Strongly agree
6. Were you involved in any of the following work-integrated and/or community-engaged learning opportunities? Select all that apply. *(included if applicable to the program -program should review response options)*
 - ☐ Practicum or clinical placement
 - ☐ Co-op
 - ☐ Work-integrated course project where you reinforce your learning through a practical application relevant to industry or a community partner. This includes service learning.
 - ☐ Applied research projects
 - ☐ Studio courses
 - ☐ Lab courses
7. Indicate the extent the following learning opportunities contributed to your learning. *(included if applicable to the program)*

	Not at all	A small extent	A moderate extent	A large extent
Include the selections from previous question.				

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

8. Thinking of KPU's **[Program Name]** program as a whole, please indicate your agreement with the following. *(Last two items are for non-cohort-based programs only)*

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
The prerequisites offered prepare me for more advanced courses.					
I am able to take the prerequisite courses when I need them					
The range of courses offered each term is adequate.					

Does the instruction meet the needs of diverse learners?

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

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
My instructors accommodate my learning needs.					
My instructors present the course materials effectively.					
My instructors are up-to-date on current developments in the discipline/sector.					
My instructors ensure students' emotional safety in the learning environment.					
My instructors ensure students' physical safety in the learning environment.					

10. Overall, how satisfied or dissatisfied are you with the instruction you have received in KPU's **[Program Name]** program?

- ☐ Very dissatisfied
- ☐ Somewhat dissatisfied
- ☐ Neither satisfied nor dissatisfied
- ☐ Somewhat satisfied
- ☐ Very satisfied

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

[Open-ended]

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

[Open-ended]

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

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

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I receive clear information on how I will be evaluated.					

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
The range of assessments lets me demonstrate what I have learned.					
The assessment standards are consistent throughout the program.					
My instructors provide useful feedback.					

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

Program Relevance

The program curriculum is the academic content taught in a specific program.

14. Thinking of KPU's **[Program Name]** program as a whole, how much do you agree or disagree that the program's curriculum is relevant to your career goals?
 - ☐ Strongly disagree
 - ☐ Somewhat disagree
 - ☐ Neither agree nor disagree
 - ☐ Somewhat agree
 - ☐ Strongly agree
15. Overall, how satisfied or dissatisfied are you with the curriculum of KPU's **[Program Name]** program?
 - ☐ Very dissatisfied
 - ☐ Somewhat dissatisfied
 - ☐ Neither satisfied nor dissatisfied
 - ☐ Somewhat satisfied
 - ☐ Very satisfied
16. Thinking of KPU's **[Program Name]** program's curriculum as a whole, please indicate the strengths of the program.
[Open-ended]
17. Thinking of KPU's **[Program Name]** program's curriculum as a whole, please provide suggestions you have for improvement.
[Open-ended]
18. What topics, if any, are missing from the program?
[Open-ended]

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?

19. How satisfied or dissatisfied are you with the following library resources as they apply to KPU's **[Program name]** program? *(Program decides whether to add or remove items)*

	Have not used	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied
Equipment for loan						
Print/hard copy book collection						
Electronic book collection						
Print/hard copy periodicals (magazines, newspaper, journals)						
Online periodicals & online research databases						
Study guides						
DVD and video collection						
Online streaming videos						
Librarian support for program-related research						
Library orientation						

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

20. How satisfied or dissatisfied are you with the following specialized technology as they apply to KPU's **[Program Name]** program? *(Included if the if the program has specialized technology)*

	Have not used	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied

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

21. How satisfied or dissatisfied are you with the following facilities as they apply to KPU's **[Program Name]** program? *(included only if the program has specialized facilities)*

	Have not used	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied

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

22. How satisfied or dissatisfied are you with the following as they apply to KPU's **[Program Name]** program?
(program decides whether to add or remove items)

	Have not used	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied
Availability of required texts at the KPU bookstore						
Advising Services						
Career Services						
Accessibility Services						

23. Thank you for completing the survey! Would you like to be entered into the draw for your choice of a \$200 gift card to Amazon or a grocery store?
- ☐ Yes
 - ☐ No

Display if Q23 is Yes

24. Please enter your KPU email address. This will only be used to conduct the prize draw and contact the winner. It will not be linked to your survey responses. Make sure to click "Submit" at the bottom of this page.
[Open-ended]

Thank you very much for your feedback! Your participation is greatly appreciated and will go a long way towards strengthening KPU's **[Program Name] program.**

Appendix B: Alumni Survey Standard Questions

KPU Program Review Alumni Survey

Survey Invite:

Dear [Name],

KPU's [Program Name] program is currently undergoing a review, and as a valued alumnus, your insights are important to us. We'd greatly appreciate your feedback on how well the program prepared you for your career or further studies. Your input will play a key role in shaping future improvements to the program.

This survey will take approximately 15-20 minutes to complete and includes opportunities to provide comments. Participation is voluntary, and you may skip any questions you prefer not to answer.

Please complete this survey by [Date]. Only KPU's Program Review staff handle the data collected. Your feedback will be anonymous and there will be no way for the program faculty to know what you said. Aggregate data will be reported, along with verbatim comments.

As a thank you for completing the survey, you can enter a draw for a chance to win a \$200 gift card to Amazon or a grocery store. Contest rules are provided at kpu.ca/iap/contestrules.

If you have any questions or concerns about this survey, please contact [Research Analyst Name] at [Research Analyst Email].

Survey Questions:

Chapters of the Self-Study Report where the results should be reported are highlighted throughout. The highlighted statements and phrases in brackets are not shown in the actual surveys.

For non-cohort-based programs - only relevant credentials should be included.

If there is only one credential, remove this question.

1. What is the highest credential you have earned in KPU's [program name] Program?
 - ☐ Graduate Certificate in [Program Name]
 - ☐ Post-Baccalaureate Diploma in [Program Name]
 - ☐ Bachelor's degree: Major in [Program Name]
 - ☐ Bachelor's degree: Minor in [Program Name] Ask next question
 - ☐ Associate of [Faculty Name] in [Program Name]
 - ☐ Diploma in [Program Name]
 - ☐ Certificate in [Program Name]
2. When did you complete this credential? (Program decides how far to go back – major revisions, if any, should be taken into consideration)
 - ☐ 2023
 - ☐ 2022
 - ☐ 2021
 - ☐ 2020
 - ☐ 2019
 - ☐ 2018

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Program Relevance

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

3. 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.

	Not at all relevant	Slightly relevant	Somewhat relevant	Very relevant
Program Learning Outcome 1				
Program Learning Outcome 2				
Program Learning Outcome 3				
Program Learning Outcome 4				

4. The program curriculum is the academic content taught in a specific program. Overall, how satisfied or dissatisfied are you with the curriculum of KPU's **[Program Name]** program?
- ☐ Very dissatisfied
 - ☐ Somewhat dissatisfied
 - ☐ Neither satisfied nor dissatisfied
 - ☐ Somewhat satisfied
 - ☐ Very satisfied
5. Thinking of KPU's **[Program Name]** program's curriculum as a whole, please indicate the strengths of the program.
[Open-ended]
6. Thinking of KPU's **[Program Name]** program's curriculum as a whole, please provide any suggestions you have for improvement.
[Open-ended]
7. What topics, if any, were missing from the program?
[Open-ended]

QUESTIONS ON CHAPTER 4: EFFECTIVENESS OF INSTRUCTIONAL DELIVERY

Instructional Design and Delivery

When responding to questions about the quality of the education you have received, please refer to the program as a whole **without specifying the names of individual instructors or courses**.

Are appropriate opportunities provided to help students acquire the PLOs?

8. To what extent did KPU's **[Program Name]** program help you develop each of the following Program Learning Outcomes?

	Not at all	A small extent	A moderate extent	A large extent
Program Learning Outcome 1				
Program Learning Outcome 2				
Program Learning Outcome 3				
Program Learning Outcome 4				

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

The following question is intended exclusively for undergraduate programs below Level 5 and should not be included in programs at Level 5 or above.

9. To what extent did KPU's **[Program Name]** program help you develop each of the following essential skills?

	Not at all	A small extent	A moderate extent	A large extent
Writing clearly and concisely				
Speaking effectively (verbally express opinions or ideas clearly and concisely)				
Reading and comprehending material (appropriate to the field)				
Working effectively with others				
Analyzing and thinking critically				
Resolving issues or other problems				
Learning on your own				
Using mathematics <i>(Included if applicable to the program)</i>				

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

10. How much do you agree or disagree that you had sufficient opportunities in the program to reinforce your learning through practical application of this learning? *(Included if applicable to the program)*
- ☐ Strongly disagree
 - ☐ Somewhat disagree
 - ☐ Neither agree nor disagree
 - ☐ Somewhat agree
 - ☐ Strongly agree
11. Were you involved in any of the following work-integrated and/or community-engaged learning opportunities? Select all that apply. *(Included if applicable to the program - program should review the response options)*
- ☐ Practicum or clinical placement
 - ☐ Co-op
 - ☐ Work-integrated course project where you reinforce your learning through a practical application relevant to industry or a community partner. This includes service learning
 - ☐ Applied research projects
 - ☐ Studio courses
 - ☐ Lab courses
12. Indicate the extent the work-integrated and/or community-engaged learning opportunities contributed to your learning. *(Included if applicable to the program)*

	Not at all	A small extent	A moderate extent	A large extent
Include the selections from previous question.				

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

13. Thinking of KPU's **[Program Name]** program as a whole, please indicate your agreement with the following. *(Last two items are for non-cohort-based programs only)*

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
The prerequisites offered prepared me for more advanced courses.					
I was able to take the prerequisite courses when I needed them.					
The range of courses offered each term was adequate.					

Does the instruction meet the needs of diverse learners?

14. Overall, how satisfied or dissatisfied are you with the instruction you have received in KPU's **[Program Name]** program?
- ☐ Very dissatisfied
 - ☐ Somewhat dissatisfied
 - ☐ Neither satisfied nor dissatisfied

- Somewhat satisfied
- Very satisfied

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

[Open-ended]

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

[Open-ended]

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

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

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I received clear information on how I would be evaluated.					
The range of assessments let me demonstrate what I had learned.					
The assessment standards were consistent throughout the program.					
My instructors provided useful feedback.					

Are graduates of the program successful?

Further Education

18. Have you pursued further education since completing KPU's **[Program Name]** program?

- Yes
- No

Display questions 19-21 if Q18 is yes

Skip to Employment section if Q18 is no

19. Please list the name of the program and the institution where you enrolled after completing KPU's **[Program Name]** program.

[Open-ended]

20. What is the highest credential you have earned or are currently pursuing since completing KPU's **[Program Name]** program?

- Diploma
- Associate's Degree
- Bachelor's Degree
- Master's Degree
- Doctorate
- Professional designation (please specify)
- Other (please specify)

21. How much do you agree or disagree that the KPU's **[Program Name]** program prepared you well for further education?

- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

Employment

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

- ☐ Yes
- ☐ No

Display questions 23-25 if Q22 is yes

Display question 26 if Q22 is no

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

- ☐ Full-time regular position
- ☐ Part-time regular position
- ☐ Contract position
- ☐ Casual or temporary position
- ☐ Self-employed

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

[Open-ended]

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

[Open-ended]

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

- ☐ Yes
- ☐ No

Display questions 27-28 if Q26 is yes

Skip to Alumni Relations section if Q26 is no

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

- ☐ Full-time regular position
- ☐ Part-time regular position
- ☐ Contract position
- ☐ Casual or temporary position
- ☐ Self-employed

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

[Open-ended]

29. Based on your experience since graduating, how much do you agree or disagree that the program prepared you well for an entry-level job in the industry?

- ☐ Strongly disagree
- ☐ Somewhat disagree

- Neither agree nor disagree
- Somewhat agree
- Strongly agree

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

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

Alumni Connections

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

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
The program provided me with opportunities to develop connections with industry/potential employers.					
I am provided with opportunities to stay connected to the [Program Name] program?					

32. What can the program do to build better connections with alumni?
[Open-ended]

33. Thank you for completing the survey! Would you like to be entered into the draw for your choice of a \$200 gift card to Amazon or a grocery store?

- Yes
- No

Display if question 33 is yes

34. Please enter your KPU email address. This will only be used to conduct the prize draw and contact the winner. It will not be linked to your survey responses. Make sure to click "Submit" at the bottom of this page.
[Open-ended]

KPU's **[Program Name]** program would like to keep in closer touch with alumni, share news, send invitations to special events and provide information about other networking opportunities.

If you're interested in joining the KPU **[Program Name]** Alumni group, please provide your email address. Your contact information will be collected separately from your survey responses to ensure your anonymity is maintained.

Email address: _____

Thank you very much for your feedback! Your participation is greatly appreciated and will go a long way towards strengthening KPU's **[Program Name] program.**

Appendix C: Faculty Survey Standard Questions

KPU Program Review Faculty Survey

Survey Invite:

Dear [Name],

KPU's [Program Name] program is undergoing review. Because you teach courses in the program, we would appreciate your feedback about how well the program is preparing students for employment and/or further study. Your input is extremely valuable and will help facilitate program improvements.

This survey will take approximately 15-20 minutes to complete and includes opportunities to provide comments. Your participation is voluntary and you may skip any question you do not wish to answer.

Please complete this survey by [Date]. Only KPU's Program Review staff handle the data collected. Your feedback will be anonymous and there will be no way for the program to attribute it to you. Aggregate data will be reported, along with verbatim comments.

If you have any questions or concerns about this survey, please contact [Research Analyst Name] at [Research Analyst Email].

Survey Questions:

Chapters of the Self-Study Report where the results should be reported are highlighted throughout. The highlighted statements and phrases in brackets are not shown in the actual surveys.

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 [Program Name] program as a whole, indicate how much you agree or disagree with the following.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Program curriculum is relevant to the needs of the discipline/sector.					
The program prepares students for a career in the discipline/sector.					
The program prepares students for further education in the field.					

2. Please indicate how relevant each of the following Program Learning Outcomes to the current needs of the discipline/sector.

	Not at all relevant	Slightly relevant	Somewhat relevant	Very relevant
Program Learning Outcome 1				

	Not at all relevant	Slightly relevant	Somewhat relevant	Very relevant
Program Learning Outcome 2				
Program Learning Outcome 3				
Program Learning Outcome 4				

3. Overall, how satisfied or dissatisfied are you with KPU's **[Program Name]** program curriculum?
 - ☐ Very dissatisfied
 - ☐ Somewhat dissatisfied
 - ☐ Neither satisfied nor dissatisfied
 - ☐ Somewhat satisfied
 - ☐ Very satisfied
4. Thinking of KPU's **[Program Name]** program's curriculum as a whole, please indicate the strengths of the program.
[Open-ended]
5. Thinking of KPU's **[Program Name]** program's curriculum as a whole, please provide any suggestions you have for improvement.
[Open-ended]

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 **[Program Name]** program helping students develop the following Program Learning Outcomes?

	Not at all	A small extent	A moderate extent	A large extent
Program Learning Outcome 1				
Program Learning Outcome 2				
Program Learning Outcome 3				
Program Learning Outcome 4				

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

The following question is intended exclusively for undergraduate programs below Level 5 and should not be included in programs at Level 5 or above.

7. To what extent is KPU's **[Program Name]** program helping students develop the following essential skills?

	Not at all	A small extent	A moderate extent	A large extent
Writing clearly and concisely				
Speaking effectively (verbally express opinions or ideas clearly and concisely)				
Reading and comprehending material (appropriate to the field)				
Working effectively with others				
Analyzing and thinking critically				
Resolving issues or other problems				
Learning on their own				
Using mathematics <i>(Included if applicable to the program)</i>				

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

8. Thinking of KPU's **[Program Name]** program as a whole, how much do you agree or disagree that the prerequisites offered prepare students for more advanced courses?

- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

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.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Multiple learning modalities are accommodated.					
The delivery of the curriculum is effective.					
Course materials reflect current developments in the discipline/sector.					
Instructors ensure students' emotional safety in the learning environment.					

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Instructors ensure students' physical safety in the learning environment.					

10. Overall, how satisfied or dissatisfied are you with the quality of instruction across the program?

- ☐ Very dissatisfied
- ☐ Somewhat dissatisfied
- ☐ Neither satisfied nor dissatisfied
- ☐ Somewhat satisfied
- ☐ Very satisfied

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

[Open-ended]

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

[Open-ended]

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.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Assessment methods align with program learning outcomes.					
The range of assessments let students demonstrate what they have learned.					
Students are provided clear information on how they will be evaluated.					
The assessment standards are consistent throughout the program.					

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?]

14. How well are the following library resources meeting the program's needs? *(Program decides whether to add or remove items)*

	Have not used	Not at all	Somewhat well	Very well	Extremely well
Equipment for loan					
Print/hard copy book collection					
Electronic book collection					
Print/hard copy periodicals (magazines, newspaper, journals)					
Online periodicals & online research databases					
Study guides					
DVD and video collection					
Online streaming videos					
Librarian support for program-related research					

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

15. How well are the following specialized technologies meeting the program's needs? *(Included if the program has specialized technology)*

	Have not used/Don't know	Not at all	Somewhat well	Very well	Extremely well
Technology 1					
Technology 2					

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

16. How well are the following facilities meeting program's needs? *(Included if the program has specialized facilities)*

	Have not used/Don't know	Not at all	Somewhat well	Very well	Extremely well
Facility 1					
Facility 2					

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

17. How well are the following services meeting the program's needs? (*Program decides whether to add or remove items*)

	Have not used/Don't know	Not at all	Somewhat well	Very well	Extremely well
Availability of required texts at the KPU bookstore					
Advising Services					
Career Services					
Accessibility Services					

Thank you very much for your feedback! Your participation is greatly appreciated and will go a long way towards strengthening KPU's [Program Name] program.

Appendix D: Discipline/Sector Survey Standard Questions

KPU Program Review Discipline/Sector Survey

Survey Invite:

Dear [Name],

KPU's [program name] programs are undergoing a review. As a member of the discipline/sector, we would appreciate your feedback about how well the programs are preparing students for employment and further study. Your input is extremely valuable and will enable program improvements.

This survey will take approximately 10-15 minutes to complete and includes opportunities to provide comments. Your participation is voluntary and you may skip any question you do not wish to answer.

Only KPU's Program Review staff handle the data collected. Your feedback will be anonymous, and there will be no way for the program to attribute it to you. Aggregate data will be reported, along with verbatim comments.

Please complete this survey by **[survey end date]**.

If you have any questions or concerns about this survey, please contact [research analyst] at [email address].

Survey Questions

Chapters of the Self-Study Report where the results should be reported are highlighted throughout. The highlighted statements and phrases in brackets are not shown in the actual surveys.

About Your Organization/Role

1. Which sector best describes your organization/business? Select all that apply.

- ☐ Sector 1
- ☐ Sector 2
- ☐ Sector 3
- ☐ Sector 4
- ☐ Sector 5
- ☐ Other. Please specify:

2. What is your current job title/role?

[Open-ended]

3. How familiar are you with KPU's **[Program Name]** program?

- ☐ Not at all familiar [skip next question]
- ☐ Slightly familiar [skip next question]
- ☐ Moderately familiar
- ☐ Very familiar

4. When you think about KPU's **[Program Name]** program, what are the top three characteristics that come to mind?

Characteristic #1 _____

Characteristic #2 _____

Characteristic #3 _____

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?

	Not at all important	Somewhat important	Very important	Essential
Program Learning Outcome 1				
Program Learning Outcome 2				
Program Learning Outcome 3				
Program Learning Outcome 4				

6. What other skills, training or knowledge should an entry-level applicant have to be hired into your organization?

[Open-ended]

7. What are the emerging trends in the sector that KPU **[Program Name]** students should be prepared for? These trends might include technology, sustainability, and innovation. Please be as specific as you are able to.

[Open-ended]

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 **[Program Name]** program? Please select all that apply. *(Included if applicable to the program) (programs should review response options)*
- ☐ I have hosted KPU [Program Name] co-op, practicum or internship students.
 - ☐ I have worked with KPU students on class projects.
 - ☐ I have worked with KPU [Program Name] alumni.
 - ☐ None of the above *[Skip to Program's Connections section]*

Display if Q8 is I have hosted KPU [Program Name] co-op, practicum, or internship students.

9. Based on your experience, how prepared were KPU's **[Program Name]** co-op, practicum or internship students to work in your organization?

- ☐ Not at all prepared
- ☐ Somewhat prepared
- ☐ Very well prepared
- ☐ Extremely well prepared

Display if Q8 is I have worked with KPU students on class projects.

10. Based on your experience, how prepared were the KPU **[Program Name]** students you worked with on class projects?

- ☐ Not at all prepared
- ☐ Somewhat prepared
- ☐ Very well prepared
- ☐ Extremely well prepared

Display if Q8 is I have worked with KPU [Program Name] alumni.

11. Based on your experience, how prepared were KPU's **[Program Name]** alumni to work in your organization?

- ☐ Not at all prepared
- ☐ Somewhat prepared
- ☐ Very well prepared
- ☐ Extremely well prepared

12. Please comment on how well the program is preparing students for work.

[Open-ended]

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 or dissatisfied are you with the opportunities you have to stay connected to KPU's **[Program Name]** program?

- ☐ Very dissatisfied
- ☐ Somewhat dissatisfied
- ☐ Neither satisfied nor dissatisfied
- ☐ Somewhat satisfied
- ☐ Very satisfied

14. What can KPU's **[Program Name]** program do to build better connections with the discipline/sector?

[Open-ended]

15. Please rate your level of interest in participating in projects that connect program students with the industry or sector.

- ☐ Not at all interested [skip next question]
- ☐ Somewhat interested
- ☐ Very interested

16. Please share any project ideas you have to connect program students with the industry.

[Open-ended]

If you would like to explore partnership opportunities with KPU's **[Program Name]** program, or connect with KPU students for work placements or other activities related to this program, please provide your email address. This information will be separated from your survey responses and sent to the program in a separate link so your survey responses will remain anonymous.

Email address: _____

Thank you very much for your feedback! Your participation is greatly appreciated and will go a long way towards strengthening KPU's [Program Name] program.



Program Review Guide #4: Self-Study

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List of Acronyms

CLO: Course Learning Outcome

KPU: Kwantlen Polytechnic University

OPA: Office of Planning & Accountability

PAC: Program Advisory Committee

PLO: Program Learning Outcome

SSCPR: Senate Standing Committee on Program Review

1. Introduction

The Self-Study consists of a review of the program's curriculum, instructional design and delivery, program relevance, student demand and resources needed to support the program. The process for conducting the Self-Study is covered in two guides: Curriculum Review, and this one, which describes the steps in the Self-Study that follow the Curriculum Review.

The Self-Study is the core of the program review process and forms the foundation on which the entire review is based. It includes an analysis of the program's strengths, weaknesses, opportunities and challenges, as well as recommendations that will need to be addressed to improve the program's quality.

*The **Self-Study** is the core of program review and provides the focus for the subsequent external review and quality assurance planning phases.*

The results of the Self-Study review are reported in the Self-Study Report, which contains the following sections and chapters:

Memo from Dean/Associate Dean

1. Overview of the Program(s)
2. Curriculum Review
3. Program Relevance and Student Demand
4. Effectiveness of Instructional Delivery
5. Resources, Services and Facilities
6. Conclusions and Recommendations

Appendices

You will have completed the first two chapters of the Self-Study Report while working through *Guide #2: Curriculum Review*. This guide describes the rest of the steps in the Self-Study. It includes information on the sources to use for each part of the Self-Study process, much of which is provided by OPA, including:

- Administrative data such as enrolment trends, grade distributions, and waitlists;
- Graduate outcomes data collected by BC Stats; and
- Data from the surveys administered by OPA: students, alumni, faculty, and discipline/sector.

Guide # 3, Self-Study Data, provides more information about the data and surveys. The data provided by OPA will be formatted as appendices for the Self-Study Report.

The Self-Study process will help you identify the strengths of the program, as well as areas that need improvement. For the latter, you will need to develop recommendations. Keep the following in mind when crafting each recommendation:

- Recommendations should identify the issues or areas needing improvement that will be addressed in future planning; a solution isn't required in the recommendation.
- The rationale for each recommendation should be clear and based on the evidence in the report. It is important to make sure the link to the evidence is clear.
- It is also important to focus on actions within the control of the program; if action is required from elsewhere in the institution, the recommendation should be about the program seeking the relevant support from the institution.

Self-Study Report Formatting Guidelines

Content:

- The language in the reports should be professional and respectful in tone. Names of individuals should not appear in the reports.
- Reports, once approved by the SSCPR, become public documents and are published on the KPU website. Please ensure reports undergo careful proofreading for spelling and style.
- Define all acronyms upon their first use and include an alphabetical list of their definitions at the beginning of the report, immediately after the table of contents.
- Kwantlen Polytechnic University can be referred to as “KPU” or in full. Please only use “Kwantlen” when referring to the Kwantlen First Nation.
- All sources for information used in the reports should be referenced with complete citations, using either APA, MLA or Chicago Style Guide. Use the preferred citation style correctly and consistently throughout the report. Each source you cite in the report must appear in your bibliography/reference list; likewise, each entry in the bibliography/reference list must be cited in your text.
- Do not use hyperlinks to refer reviewers to websites for additional information since links can change. All supporting materials should be included in the appendices.

Appendices:

- Appendices provide the necessary data and other supporting information for the report. Because they can be lengthy, they should be combined into one document and be submitted as a separate document.
- The Appendices document should include a table of contents to assist readers in locating appendices.
- Each appendix should be labeled with a letter (A, B, C, etc.) or a number (1, 2, 3, etc.) followed by a descriptive title and be arranged sequentially by the order in which they were first referenced in the report (i.e., Appendix B should not be referenced in the text before Appendix A is referenced).
- The Appendices for the Self-Study Reports **must** include the following OPA-provided appendices: Administrative Data Report and Student, Faculty, Alumni, and Discipline/Sector Survey Reports. It should also include the Curriculum Map and Career Pathways Map of the program. Other appendices may be included, as necessary, but do not include an appendix that is not referred to in the Self-Study Report.
- Do not include accreditation reports in their entirety. If the inclusion of accreditation report is necessary, include only the information that is relevant to the Self-Study Report.

Length:

- Typical length for the Self-Study Report is between 40 and 70 single-spaced pages.
- Typical length for the Self-Study Report appendices is between 120 and 200 single-spaced pages.

A **Microsoft Word** version of both documents is required. Please contact the Quality Assurance team at sscpr@kpu.ca if you have any questions about how to format your report appropriately.

2. Program Relevance and Demand

In the Curriculum Review process, you identified the Program Learning Outcomes (PLOs) and how they align with Course Learning Outcomes (CLOs). In this chapter, the focus is on the relevance of the program to the discipline/sector and how it maintains its currency.

Relevance

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

Members of the discipline/sector¹ are asked to identify the degree of importance that an entry level employee, or those who plan to pursue further studies in the discipline, can demonstrate each PLO. They are also asked if there are other skills, training or knowledge required and for what emerging trends in the discipline/sector graduates should be prepared.

In their respective surveys, students and alumni are asked their level of agreement that the curriculum is relevant to their career goals. Alumni are also asked how relevant each of the PLOs was to their career goals. Faculty are asked their level of agreement that the program's curriculum is relevant to the needs of the discipline/sector, the program prepares graduates for a career in the discipline/sector, and the program prepares students for further education in the field. Faculty members are also asked how relevant each of the PLOs is to the current needs of the discipline/sector.

Students, alumni and faculty are also asked for their overall satisfaction with the program curriculum, the strengths of the program, and areas for improvement. Graduate outcomes data collected by BC Stats also provides information on alumni's satisfaction with the education they received and their ratings of the quality of instruction in the program.

Based on this information, determine the relevance of the PLOs, and if necessary, develop recommendations to address any shortcomings.

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

How does the program maintain connections with the discipline/sector (including professional organizations, accreditation/licensing bodies, program advisory committee, potential employers, alumni, etc.) in order to meet its needs and expectations? Describe these connections and how they help the program remain current. Does the program have the right connections to remain current? Is it using these connections effectively to remain current? Feedback from the PAC, alumni, and discipline/sector can help address these questions.

Identify, if appropriate, recommendations for improving the program's connections to ensure it remains relevant to the needs of the discipline/sector.

Does the program include appropriate Indigenous content?

As articulated in KPU's Academic Plan, KPU is undertaking an authentic indigenization of our education delivery and content as part of our efforts to increase Indigenous participation at KPU. Describe the extent to which these changes have been applied to your program and assess what more should be done, with appropriate recommendations.

¹ This usually includes the program's Program Advisory Committee (PAC), as well as other people working in the discipline/sector.

REPORTING

In Section 3.1, *Relevance*, of Chapter 3 of the Self-Study Report template, provide the following information:

- Assess whether the program learning outcomes are relevant to the needs of the discipline/sector, referencing the relevant data, which should be in the appendix. Note, OPA will provide the data already formatted for the Appendix.
- Assess the effectiveness of the connections to the discipline/sector needed to remain current, referencing the relevant data in the appendix.
- Describe the extent to which program content and delivery has been indigenized and assess the effectiveness of these changes and whether further changes are needed.
- Identify weaknesses in these areas and provide applicable recommendations for addressing them.

Faculty Qualifications and Currency

This section focusses primarily on the faculty who deliver the program, but for some programs it may also include instructional staff with specialized roles such as lab instructors. This assessment is not intended to evaluate the performance of individuals, but rather to determine whether collectively the department has the expertise and currency to deliver on the PLOs, and associated CLOs.

What is the collective expertise available to deliver the program?

This includes both the qualifications and currency of faculty and other instructional staff, as well as the number available to meet the workload needs of the program. Complete the Faculty Qualifications and Currency Profile table provided in the self-study report template with the following information:

- The number of FTEs by role: the number of faculty instructor FTEs and BCGEU instructional staff FTEs, if appropriate.
- Area(s) of Faculty Expertise: Briefly describe the areas of expertise relevant to the program that are held by faculty and the number of FTEs available in each area. Do not name individuals, as this is about the collective expertise of program faculty.
- Faculty Qualifications: Based on the highest credential relevant to the program held by faculty, report the number of faculty FTEs with a doctorate, a masters, etc. as well as other relevant professional certifications. Do not name individuals, as this is about the collective qualifications of program faculty.
- Expertise of Instructional Staff: Briefly describe the areas of expertise relevant to the program that are held by instructional staff and the number of FTEs available in each area. Do not name individuals, as this is about the collective expertise of program instructional staff.
- Recent Professional Development: Provide a brief description of professional development activities attended by faculty, as well as scholarly activity (such as research, presentation, publications) to illustrate how faculty, collectively, remain current in the field.

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

Based on the information in the profile, determine whether the collective expertise of the department is able to deliver the curriculum to the standards of the credential level, and those of accreditation or

regulatory bodies, where applicable. Are faculty and instructional staff remaining current in the discipline/sector through their research, scholarly and professional development activities? If not, identify the gaps and develop recommendations for addressing them. Consider faculty retirements/attrition, changes in the discipline/sector, and student demand.

REPORTING

In Section 3.2, *Faculty Qualifications and Currency*, of Chapter 3 of the Self-Study Report template, provide the following information:

- Provide the required information in the appendix.
- Using the information in the Faculty Qualifications and Currency Profile table, provide an assessment of the extent to which the department has the expertise needed to deliver the curriculum.
- Include applicable recommendations, taking into account expected faculty retirements, changes in the discipline and student demand.

Student Demand

Who takes the program?

Using the information provided by OPA, describe the demographics of the students in the program and, where applicable, identify demographic changes or underrepresented demographic groups. Describe students' reasons for taking the program. Identify any issues that should be addressed, such as lack of student diversity, and draw appropriate recommendations.

Is the program sustainable?

Programs need healthy enrolments to be sustainable. Some programs have FTE targets set by the ministry that KPU is expected to meet. All programs need to have sufficient enrolments to be sustainable. Sustainability can mean many things, but at a minimum, it means efficiency of delivery is maximized, taking into account the unique features of the program such as student safety and pedagogy. 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 two biggest factors that drive efficiency are class size (measured in terms of filled seats) and international enrolment.

Sustainability also relates to demand for the program. Assess enrolment trends for the past five years (data provided by OPA), both in terms of headcounts and filled seats. Is demand steady, declining, or increasing? How does demand for upper-level courses (3rd and 4th year) compare to demand for lower level courses, where applicable? Is the class size, in terms of filled seats, sustainable, especially for upper level courses? For programs with FTE targets, are the targets being achieved?

To help understand the enrolment trends for your program, OPA will also provide the overall trends for other disciplines in your Faculty, as well as the trends for the discipline across all institutions in BC.² How do enrolment trends compare to those for your Faculty, and for the discipline across the province? Is

² Enrolments across the province will be reported by CIP, Classification of Instructional Program.

KPU's share of the discipline enrolment (market share) changing? These comparisons can help identify whether any trend observed for the program is happening across the discipline or is specific to KPU. For instance, if enrolments in the KPU program are declining, but they aren't declining elsewhere, it could be due to lower relevance of the program, poor reputation, admission barriers or other reasons why the KPU program is not competitive. If enrolments for the discipline are declining across BC, there may be structural changes happening in the discipline/sector that the program will need to address.

OPA will also provide information on the cost structure for your program, showing how tuition compares with instructional costs for the average class in your program and for first year, second year and upper-level courses, where applicable.

Draw conclusions about program demand and, where relevant, develop recommendations for addressing issues with demand. Consider the challenges and opportunities for growth for the program based on student demand, comparable programs in the Lower Mainland, and trends and changes in the discipline/sector.

Does the program have the capacity to meet demand?

If demand for the KPU program is growing, it's also useful to know if that is the case across the system. There may be a growth in the discipline/sector, or KPU may have a competitive advantage that is causing the increase in enrolment. Growth in the discipline/sector may indicate that demand will continue to grow. Ability to meet demand is important to access.

Assess waitlist trends for required courses in the program, if applicable (OPA will provide for courses with significant waitlists). Are there waitlists that limit student ability to progress through the program in a timely manner? Are the waitlists for courses delivered by the program, or delivered by other departments (such as ENGL 1100)?

Draw conclusions about program capacity to meet demand and, where relevant, develop recommendations for addressing capacity.

Does the program have effective outreach to ensure demand?

The program's connections to the discipline/sector, described above, can also help to promote the program to prospective students. Community outreach practices, and public information on the website and elsewhere, can also help promote the program. Assess the work that the program does to promote the program—beyond the work done by KPU Marketing. Draw conclusions about their effectiveness, and where relevant, develop recommendations for improvement.

REPORTING

In Section 3.3, *Student Demand*, of Chapter 3 of the Self-Study Report template, provide the following information:

- Describe who takes the program, referencing relevant data in the appendix.
- Assess whether the program is sustainable, referencing relevant data in the appendix.
- Assess whether the program has the capacity to meet demand, referencing relevant data in the appendix.
- Assess the effectiveness of program outreach to ensure demand, referencing relevant data in the appendix.
- Identify weaknesses in these areas and provide applicable recommendations for addressing them.

3. Effectiveness of Instructional Delivery

With the curriculum review complete (see Curriculum Review Guide), you can now turn to the assessment of aspects of curriculum delivery.

Instructional Design and Delivery of Curriculum

Ideally, each course in the program was designed following the principle of constructive alignment, whereby course learning outcomes align with teaching activities and the methods of assessing student learning. You can find information on constructive alignment in course design [here](#).

Theoretically, it would be possible to review the constructive alignment of each course in the program. Since the same course can be taught by different faculty members, who may have designed the instruction and assessment differently, there may be a number of different ways each course is delivered. To review every instance of how each course is taught would be a massive undertaking and is beyond the scope needed for program review.

The approach taken here is to review instructional design and delivery more holistically, using feedback from students, alumni, faculty, and the discipline/sector, where appropriate, to answer the following questions:

Are appropriate opportunities provided to help students acquire the PLOs?

In their respective surveys, students, alumni and faculty are asked to what extent the program is helping students develop each of the program learning outcomes. Respondents to the discipline/sector survey who have experience with KPU grads (as interns, Co-ops or new hires) are also asked to provide feedback on how well the program is preparing students to work in their organization.

If the feedback identifies one or more PLOs that are not adequately taught, the curriculum mapping exercise completed for curriculum review can be used to identify the courses that map to those PLO(s). There are a number of possible reasons a PLO is not being taught adequately: there may not be enough courses that address the PLO; the courses that address the PLO may not do so in sufficient depth; or the learning activities in the course(s) may not be sufficiently aligned with the CLOs. These reasons do not need to be identified in the Self-Study. At this point you need merely to develop a recommendation that the relevant courses will be reviewed and revised to strengthen their connection with the PLOs to ensure they are appropriately taught.

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

Experiential learning can result in deeper learning by providing “opportunities for the students to take what they learn in the classroom and apply it in a real world setting where they grapple with real-world problems, discover and test solutions, and interact with others.”³

There are a range for experiential and work-integrated learning opportunities provided at KPU, with many terms used to describe them: Co-op, experiential, service learning, work term, work experience, field trip, field school, partnership, collaboration, community engagement, labs, studio, applied research project, directed research, practicum and clinical placement.

³ <https://uwaterloo.ca/centre-for-teaching-excellence/support/integrative-learning/experiential-learning>

Describe the experiential learning opportunities provided in this program, both the type of opportunities and their extent. Is there just one course, or many opportunities for students? Programs will vary considerably in this given the nature of the discipline. Consider whether the experiential learning opportunities available to students are sufficient to support the learning outcomes for this program.

Students and alumni are asked about the extent to which the various experiential learning opportunities contributed to their learning. If the findings identify that the program doesn't provide sufficient experiential learning opportunities to help students learn, this can be identified as a weakness and captured with appropriate recommendations.

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

See the Curriculum Review Guide for a list of the essential skills. Students, alumni and faculty are asked to what extent the program is helping students develop these essential skills. In addition, BC Stats collects feedback from graduates on the development of most of the essential skills. If survey findings identify essential skills that the program is not addressing well, this can be identified as a weakness and captured with appropriate recommendations.

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

Students, alumni and faculty are asked for their level of agreement that prerequisites prepare students for more advanced courses. If survey findings identify low levels of agreement, this can be identified as a weakness and captured with appropriate recommendations.

Does instruction meet the needs of diverse learners?

Students are asked their level of agreement that instruction accommodates their learning needs, presentation of course materials is effective, and content reflects current developments in the discipline/sector. Faculty are asked their level of agreement that instruction accommodates the multiple learning modalities of students, presentation of course material is effective, and content reflects current developments in the discipline/sector.

Students, alumni and faculty are also asked for their overall satisfaction with the program instruction, its strengths, and areas for improvement. If survey findings identify that instruction is an issue, appropriate recommendations to address this weakness should be developed.

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

Assessment is the last part of constructive alignment: assessments need to be appropriate to the learning outcomes being assessed.

Faculty are asked their level of agreement that the assessment methods support the course learning outcomes, the range of assessments let students demonstrate their learning, the information on how students will be assessed is clear, and the assessment standards are consistent.

Students and alumni are asked for their level of agreement that the information on how they will be assessed is clear, the range of assessment methods let them demonstrate their learning, assessment standards are consistent and instructor feedback is useful.

Any weaknesses identified through the surveys should be reported, as well as appropriate recommendations.

REPORTING

In Section 4.1, *Instructional Design and Delivery of Curriculum*, of Chapter 4 of the Self-Study Report template, provide the following information:

- Assess the extent to which appropriate opportunities are provided to help students acquire the PLOs, referencing relevant data in the appendix.
- Assess the extent to which experiential learning opportunities are provided to help students acquire the learning outcomes, referencing relevant data in the appendix.
- Assess the extent to which appropriate opportunities are provided to help students acquire the essential skills, referencing relevant data in the appendix.
- Assess the extent to which the program design ensures students are prepared for subsequent courses, referencing relevant data in the appendix.
- Assess the extent to which instruction meet the needs of diverse learners, referencing relevant data in the appendix.
- Assess the extent to which assessment methods allow students to demonstrate their achievement of the learning outcomes, referencing relevant data in the appendix.
- Identify weaknesses in these areas and provide applicable recommendations for addressing them.

Student Success

The ultimate indicator of a program's quality is the success of its students. In this section you will assess the program from the perspective of student success, in terms of performance on courses, retention and progression, graduation and beyond.

In addition to survey data from students and alumni, collected by OPA for the program review, OPA will also provide:

- KPU administrative data on grade distributions, DFW rates⁴ and repeat rates; and other data on retention and graduation. Comparison data for courses at the same level and Faculty are provided.
- Graduate outcome data, collected through surveys conducted on behalf of BC Stats, that includes employment outcomes (unemployment rate, % working in a job related to their program, usefulness of education to their job) and education outcomes (% who went on to further education), as well as views about the KPU program (satisfaction with the education they received and views on the quality of instruction, and the extent to which it helped them develop the essential skills). Comparison data for similar programs across BC is also provided.

Are students performing satisfactorily in courses?

Assess whether the grade distribution, DFW rates and repeat rates for courses in the program align with those across the Faculty. If not, identify the differences and determine whether they indicate an issue that needs addressing. Survey data, such as feedback from students and alumni about assessment methods and instruction may provide information to help interpret the grade data. Draw appropriate conclusions and make recommendations if there are issues that need to be addressed.

⁴ DFW rate is the percentage of students who either received a grade of D or F, or withdrew from the course.

Are students making satisfactory progress in the program?

In limited intake programs, the courses students are expected to take each term are prescribed, with the assumption that students will take a full course load each term. For limited intake programs the focus is more on attrition. Review the trends in the number of students who graduate (provided by OPA). Determine whether the program is graduating all students, and if not, how many drop out of the program and why? Determine whether there are any issues that the program should address and, if so, make appropriate recommendations.

For open intake programs, progress will be more variable. Some students will wish to proceed quickly, taking 4 or 5 courses a term, while others may take only 3 or less, either because they need to work, or they want to focus on only a few courses at once. In addition, access to courses may be a challenge, if there are waitlists for required courses, or prerequisite courses. Students and alumni in non-cohort-based programs are asked about availability of courses to complete the program in a timely manner, and specifically about availability of prerequisite courses.

In addition to the survey data, review the trends in the number of students who graduate. Determine whether there are any issues that the program should address and, if so, make appropriate recommendations.

Are graduates of the program successful?

There are two sources of data about the success of graduates: (1) surveys of alumni and members of the discipline/sector conducted specifically for program review and (2) the graduate outcomes data collected by BC Stats described above. Determine where program graduates are successful in pursuing employment and/or further education in the discipline/sector. Are graduates well prepared for entry into positions relevant to the credential awarded, with appropriate skills and abilities? Determine whether there are any issues regarding the success of graduates that the program should address and, if so, make appropriate recommendations.

REPORTING

In Section 4.2, *Student Success*, of Chapter 4 of the Self-Study Report template, provide the following information:

- Assess the extent to which student course performance is satisfactory, referencing relevant data in the appendix.
- Assess the extent to which students are making satisfactory progress in the program, referencing relevant data in the appendix.
- Assess the extent to which graduates in the program are successful, referencing relevant data in the appendix.
- Identify weaknesses in these areas and provide applicable recommendations for addressing them.

4. Resources, Services and Facilities

The next step in the Self-Study is an assessment of the resources, facilities and services required by your program.

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

This is about having access for students and faculty to the material they need, when it's needed. Students are asked about their satisfaction with the library resources they have used, including books, periodicals, online journals, audio-visual and computer equipment, and librarian support. They are also asked about satisfaction with availability of relevant textbooks at the KPU bookstore. Faculty are asked how well these resources meet the program's needs.

Using this feedback, identify any shortcomings in type or amount of materials needed to meet the needs of the program. If these needs are not well met, provide appropriate recommendations for addressing the shortcomings.

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

This will not be applicable to all programs. Some programs require specialized software or equipment to help students achieve the learning outcomes. If this applies to your program, describe the specialized software and/or equipment requirements. OPA will customize the survey questions to be relevant to the technology and equipment requirements of the program so you can assess how well these requirements are met, using feedback from students and faculty. If these needs are not well met, provide appropriate recommendations for addressing the shortcomings.

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

All programs that are delivered on campus will need sufficient access to space to be able to deliver the capacity needed to address the demand for the program. In addition, specialized technology needs are often associated with special facility requirements to house the technology and provide students with access to it. Describe the special facility requirements for the program. OPA will customize the survey questions to be relevant to the technology and equipment requirements of the program so you can assess how well these requirements are met, using feedback from students and faculty. Identify if there are issues with capacity due to space limitations. If facility needs are not well met, provide appropriate recommendations for addressing the shortcomings.

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

Students are asked about their satisfaction with the services they have used, including academic advising, the Learning Centres, accessibility services, and career services. Faculty are asked how well these services meet the program's needs. Using this feedback, identify any shortcomings in how well these services meet the needs of the program. If these needs are not well met, provide appropriate recommendations for addressing the shortcomings.

REPORTING

In Chapter 5, *Resources, Services and Facilities*, of the Self-Study Report template, provide the following information:

- Assess the extent to which the program has the library and learning resources needed to deliver the curriculum, referencing relevant data in the appendix.
- If applicable, assess the extent to which the program has the specialized technology and equipment need to deliver the curriculum, referencing relevant data in the appendix.
- If applicable, assess the extent to which the program has the facilities needed to deliver the curriculum, referencing relevant data in the appendix.
- Assess the extent to which the program has the other support services needed to deliver the curriculum, referencing relevant data in the appendix.
- Identify weaknesses in these areas and provide applicable recommendations for addressing them.

5. Conclusions and Recommendations

The final step in the Self-Study is to summarize the program's strengths, weaknesses, opportunities and challenges, based on the findings reported throughout the Self-Study Report.

Then list all the recommendations made in the previous chapters here, for ease of reference. This information is helpful for the Dean and other readers and will help you when it comes time to develop the Quality Assurance Plan.

Organize the recommendations under the following subheadings:

- Curriculum Review
- Program Relevance and Student Demand
- Effectiveness of Instructional Delivery
- Resources, Services, and Facilities

6. Dean's Response to Self-Study Report

Before you can submit the Self-Study Report to the Senate Standing Committee on Program Review (SSCPR), the Dean or Associate Dean (at the Dean's discretion) will review the draft Self-Study Report, particularly the conclusions and recommendations, and provide feedback and advice in the form of a memo. This memo will be included at the beginning of the Self-Study Report, before the table of contents. The memo may include suggestions from the Deans for changes to recommendations or may identify issues that need to be addressed in the Self-Study.

The Dean can be a champion for changes the program wishes to make so it's important to consider their advice. When reviewing the Self-Study Report, the SSCPR may direct the program to address the Dean's feedback, so the program may wish to make those changes before submitting the report. Even with the support of the Dean, note that the SSCPR has the final approval of reports, which may necessitate further revisions to the self-study report.

Once the Self-Study Report is ready to be reviewed by the Dean, please send it to the Manager, Quality Assurance, who will forward it to the Dean. Note that the Dean needs at least 3 weeks to review the report and compose the memo.

7. Appendices

The Appendices should contain all the supporting data and information cited in the Self-Study Report.

REQUIRED:

- Career Pathways Map
- Curriculum Map
- Administrative Data Report
- Student Survey Tabular Results and Comments
- Faculty Survey Tabular Results and Comments
- Alumni Survey Tabular Results and Comments
- Discipline/Sector Survey Tabular Results and Comments

All appendices should be referenced in the report. Only include information in the Appendices that is needed to help the reviewers understand the program and the issues being addressed.

Do not add information from the Calendar, as the appendix is already long. If the program has an external accreditation process, you may wish to add some selected information from it, but don't include the entire document, due to length concerns.



[Program Name] Program Review Self-Study Report

Report Submission Date:

Program Review Team Members:

Name 1

Name 2

Name 3

Version Date: September 2025

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List of Acronyms

CLO: Course Learning Outcomes

KPU: Kwantlen Polytechnic University

PLO: Program Learning Outcomes

Memo from Dean/Associate Dean

1. Introduction

1.1. Overview of the Program(s)

Program(s) Under Review

Program Name	
Program Level	
Credential	
Credits Required	
Discipline and specializations if applicable	
Date established and last revision	

Admission Requirements and Laddering

1.2. Program Department

1.3. Program Purpose

1.4. Issues for Program Review

2. Curriculum Review

2.1. Pathways for Graduates

Pathways to Employment

Pathways to Further Study

Pathways to an Enriched Civic and Personal Life

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

Speaking Effectively

Reading and Comprehending Material

Working Effectively with Others

Analyzing and Thinking Critically

Resolving Issues or Other Problems

Learning on Your Own

Recommendations

[Write Section 2.2 recommendations here. If there are no recommendations for Section 2.2, delete this box.]

2.3. Curriculum Assessment

The full curriculum map is provided in Appendix B.

Program Learning Outcomes

Results of Curriculum Assessment

Recommendations

[Write Section 2.3 recommendations here. If there are no recommendations for Section 2.3, delete this box.]

3. Program Relevance and Demand

3.1. Relevance

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

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

Does the program include appropriate Indigenous content?

Recommendations

[Write Section 3.1 recommendations here. If there are no recommendations for Section 3.1, delete this box.]

3.2. Faculty Qualifications and Currency

What is the collective expertise available to deliver the program?

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

[Remove after completing the table - Please complete the table below. Do not name individuals, as this is about the collective expertise of program faculty and other instructional staff.]

Exhibit #: Faculty Qualifications and Currency Profile Table

The number of FTEs by role:
Area(s) of Faculty Expertise:
Faculty Qualifications: Number of faculty FTEs with doctorate: Number of faculty FTEs with masters: Professional certifications:
Expertise of Instructional Staff, if appropriate:
Recent Professional Development:

Recommendations

[Write Section 3.2 recommendations here. If there are no recommendations for Section 3.2, delete this box.]

3.3. Student Demand

Who takes the program?

Is the program sustainable?

Does the program have the capacity to meet demand?

Does the program have effective outreach to ensure demand?

Recommendations

[Write Section 3.3 recommendations here. If there are no recommendations for Section 3.3, delete this box.]

4. Effectiveness of Instructional Delivery

4.1. Instructional Design and Delivery of Curriculum

Are appropriate opportunities provided to help students acquire the PLOs?

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

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

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

Does instruction meet the needs of diverse learners?

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

Recommendations

[Write Section 4.1 recommendations here. If there are no recommendations for Section 4.1, delete this box.]

4.2. Student Success

Are students performing satisfactorily in courses?

Are students making satisfactory progress in the program?

Are graduates of the program successful?

Recommendations

[Write Section 4.2 recommendations here. If there are no recommendations for Section 4.2, delete this box.]

5. Resources, Services, and Facilities

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

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

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

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

Recommendations

[Write Chapter 5 recommendations here. If there are no recommendations for Chapter 5, delete this box.]

6. Conclusions and Recommendations

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

6.2. Recommendations

The following table presents the recommendations resulting from the program self-study.

Recommendations

Curriculum Review

[Copy and paste Chapter 2 recommendations here. If there are no recommendations for Chapter 2, write "None".]

Program Relevance and Student Demand

[Copy and paste Chapter 3 recommendations here. If there are no recommendations for Chapter 3, write "None".]

Effectiveness of Instructional Delivery

[Copy and paste Chapter 4 recommendations here. If there are no recommendations for Chapter 4, write "None".]

Resources, Services and Facilities

[Copy and paste Chapter 5 recommendations here. If there are no recommendations for Chapter 5, write "None".]

7. Appendices

Appendices are provided in separate document.

Program Review Guide #7: Annual Follow-Up Reporting

1. Introduction

Annual Follow-Up Reporting is the last phase in KPU's Program Review process. It provides programs with a framework for reporting on progress made in carrying out the Quality Assurance Plan (QAP). The template for the Annual Follow-Up Reports is based on the program's QAP approved by the Senate Standing Committee on Program Review (SSCPR). It is prepared by the Office of Planning & Accountability (OPA) and provided to the program before the first follow-up report is due. The first annual follow-up report is due one year after the QAP has been approved. Reports are provided annually until the program has demonstrated to the satisfaction of the SSCPR that the QAP is substantially completed. This is required so KPU can demonstrate how the program review led to improvements in the program, one of our accountability requirements to government.

The Annual Follow-Up Reporting continues until the program has demonstrated to the SSCPR substantial completion of the Quality Assurance Plan.

2. Completing the Annual Follow-Up Report

To complete the Annual Follow-up Report, please adhere to the following guidelines. Note that track changes should be used to show the edits to the document:

- **Update the “Led by” column** as necessary to reflect any changes.
- **In the “Status” column, select** one of the following options from the drop-down menu:
 - Not Started (work has not yet commenced)
 - Started (work has begun)
 - Started but Delayed (work has begun but progress has stalled)
 - Completed (the action has been fully addressed and no further action is required)
- **If the action has been completed**, present the completion date in the “Description of Progress to Date/Reasons for Lack of Progress” column.
- **If the action has not yet been completed**, present any updates to the “Proposed Completion Date” column in the “Description of Progress to Date/Reasons for Lack of Progress” column.
- **If the action is an ongoing action**, the “Proposed Completion Date” column should reflect the initial expected completion date, and the ongoing nature of the activity should be described in the “Description of Progress to Date/Reasons for Lack of Progress” column.
- **In the “Description of Progress to Date/Reasons for Lack of Progress” column**, provide a detailed description of the progress to date for each action item, including reasons for any lack of progress. For delayed steps, specify the reasons for the delay.
- **If changes to the action items in the QAP are necessary** due to evolving circumstances, describe these changes and their rationale in the “Description of Progress to Date/Reasons for Lack of Progress” column in the annual follow-up report template, clearly explaining how the revised

approach continues to address the recommendations from the Program Review. If the original recommendations are now obsolete, provide an explanation. ***Do not remove action items, even if they have become obsolete.***

SENATE

Agenda Number: 7.1

Meeting Date: October 29, 2025

Presenter(s): Melike Kinik-Dicleli

AGENDA TITLE: MANAGER'S REPORT ON STATUS OF PROGRAM REVIEWS

ACTION REQUESTED: Information

COMMITTEE REPORT

For Secretariat Use Only

Context and Background

There are 34 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	16
External Review	5
Quality Assurance Plan	3
Annual Follow-Up Reporting	10
Total	34

Attachments

Manager's Report_Status of Program Reviews_Details for October 29 2025 SSCPR Meeting

Submitted by

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

Date submitted

October 22, 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 is likely to take place first week of December.
	English Language Studies	Sep-25	Admin Data: Survey Data:							Kick-off meeting took place on September 15 . Program attended September 19 Curriculum Review Workshop. Surveys are being drafted.
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 on the agenda for November 26 meeting.
	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 in.
	Fine Arts	Dec-23	Survey Data: May-23 Admin Data: May-23	Jan-24	Sep 26, 2024	Dec-24				Quality assurance plan is in.
	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 on the agenda for the November 26 meeting.
	Indigenous Studies	Sep-24 re-start: Sep 25	Admin Data: Survey Data:							Program attended the September 19 Curriculum Review Workshop.
	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 and received draft surveys on October 3 .
	Psychology	Sep-25	Admin Data: Survey Data:							Kick-off meeting took place on September 15 . Program attended September 19 Curriculum Review Workshop and received draft surveys on October 3 .
	Policy Studies	Sep-24	Admin Data: June-25 Survey Data: June-25							Program received survey reports and administrative data report in June 2025 . SSR is likely to be on the agenda for the March 2026 meeting.
	Sociology	Dec-24 restart: Oct-25	Admin Data: Survey Data:							Surveys are being drafted.
Business	Economics	Oct-22	Survey Data: Jun-23 Admin Data: Jun-23	May-24	Dec 3 & 4, 2024	Apr-25				Economics quality assurance plan is on the agenda for the November 26 meeting.
	Entrepreneurial Leadership	Nov-23	Admin Data: Sep-24 Survey Data: Sep-24							External review planning has started.
	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. Surveys are being drafted.

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	
	Marketing	Sep-23	Admin Data: Jan-23 Survey Data: Feb-24	Jun-24	Nov 25 & 26, 2024	Feb-25	Oct-25			First annual follow-up is due in October 2026 .
	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 . Program is working on candidate list.
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 . SSR is likely to be on the agenda for the March 2026 meeting.
	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							Self-study report is likely to be on the agenda for the January meeting.
	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 December 10 .
	Nursing-AE	Dec-23	Admin Data: Oct-24 Survey Data: Oct-24							The report is expected to be submitted in November 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 in.
	Computer Aided Design and Drafting	Jan-24	Admin Data: July-24 Survey Data: July-24							The report is expected to be submitted by November 19 .
	Engineering	Dec-24	Admin Data: April-25 Survey Data: April-25							The report is expected to be submitted by mid-December .
	Health Science	Sep-24	Admin Data: Mar-25 Survey Data: Mar-25	Oct-25						Self-study report is in.
	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	The third annual follow-up report is on the agenda for November 26 meeting.
	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.