



Program Review Quality Assurance Plan

Quality Assurance Plan for: Business Management Diploma

Date submitted to SSCPR: March 20, 2020

Date Self-Study Report approved by SSCPR: June 2018

Date of External Review: July 23, 2018

SUMMARY

The Business Management Diploma (“BUSI MGMT”) program provides full and part-time study for students wishing to undertake studies to prepare students for entry-level supervisory and management positions in both private and public-sector organizations. The program's business foundation courses provide an understanding of the foundational skills and techniques required to be effective in today's business environment. Graduates will have completed specialized courses in a wide range of disciplines including management essentials, human resources management, business law, operations management, business planning and international business. All courses in the diploma program may also be used towards the BBA in Marketing Management, Human Resource Management or Entrepreneurial Leadership. In broad terms, the diploma program emphasizes real world business applications of key management concepts. The program has not undergone an external review in recent years. Stakeholder input is required to review appropriate learning outcomes at the program and course level to ensure the learning outcomes are relevant. New and emerging topics key to quality program outcomes and student experience such as internationalization, indigenization and universal design for learning will be incorporated into any program changes.

Strengths:

- The diploma program provides the foundational basis for students to pursue jobs outlined in the BC Government Outlook 2027
- The diploma program prepares students for educational pathways to the BBA in Marketing, Human Resources and Entrepreneurial Leadership
- Program and course offerings on various campuses 6 days a week, from 9am to 10pm and online allows students to be flexible in pursuing the diploma
- Positive feedback from students who have completed the diploma
- Student demand is been strong for BUSI courses with an overall 45% increase in enrollment over the past two years

Weaknesses/Potential Threats

- Lack of explanation of why program enrollment is in decline, yet BUSI course enrollment is growing

- Lack of consistency in teaching practices may hinder the program's ability to prepare students for different educational pathways, not aligning with Vision 2023 goals D1 and D2 (continuous improvement and holding each other responsible for our promises and expectations)
- Lack of student support during summer semester (ie: student advising services, counselling, food etc.)
- No data tracking to support ongoing quality improvements

Challenges

- Disconnect between external faculty review panel perception about faculty collaboration (pertaining to program delivery), and faculty beliefs about collaboration levels. In a survey, 45% of overall faculty felt that faculty collaboration was unsuccessful. Meanwhile, faculty interviewed for the ERT reported a satisfactory level of collaboration..

Opportunities for improvement

- Review on a regular basis program, student and faculty data needed to inform program improvements (OPA, Alumni etc.)
- Improve student progression through to the capstone courses
- Increase communication and collaboration opportunities across faculty to help improve instructional consistency, and program delivery
- Increase emphasis on developing students' data analysis and software application skills
- Increase industry involvement, for example via a Program Advisory Committee (PAC), in curriculum validation
- Improve student awareness of support programs
- Review curriculum for indigenization opportunities to support the KPU academic plan and Vision 2023
- Explore professional development opportunities to raise awareness of the Truth and Reconciliation Committee calls to action in post-secondary education
- Students are largely unaware of KPU services available to them
- Make the KPU Business Management Diploma website more user-friendly and intuitive in partnership with Marketing and the Dean's office

QUALITY ASSURANCE GOALS

List the program’s Quality Assurance Goals (broad statements about what the program intends to accomplish to ensure program quality). Identify the Recommendation(s) – drawn from the **Self-Study Report and External Review Report** - each Goal addresses. Provide a brief Rationale for each Goal (see the Quality Assurance Plan Guidelines for instructions). Add or remove rows as necessary.

GOAL 1: Update program and course learning outcomes and review all courses in the Business Management Diploma.

RATIONALE FOR THIS GOAL: The Business Management Diploma currently has no stated program learning outcomes and there is no mapping between course learning outcomes and program learning outcomes. In addition, most courses in the program are overdue for curriculum review. Addressing this will support program quality and support Vision 2023. This will strengthen the connections and pathway of the BBA program options for students thereby, improving the learning experience.

Goal supported by strategy(ies): 1, 2, 3

Recommendation(s) this Goal Addresses	Report (page number)
<p>The Self Study Report [SSR], supported by the External Review Report [ERR], discussed the importance of a “course- to-course collaboration process to ensure that learning outcomes are integrated and aligned between courses that ladder into each other.” It was further recommended that the BUSI department ensure mapping of course outcomes to program outcomes. The Self Study Report [SSR] recommended course reviews on all BEF courses with a focus on JADE, intercultural and English language skills. The ERR also recommended a review of student data and software analysis skills. This will be reviewed through Goal 1 and strategies 1-3.</p>	<p>SSR – p33 (rec 2 and 3), p34 (rec 7) ERR – p7</p>

GOAL 2: Establish a consistent and impactful connection with industry stakeholders.

RATIONALE FOR THIS GOAL: The Business Management Diploma has lacked industry connection in recent years. To maintain relevance in our program, as well as identify emerging opportunities, we believe establishing a Program Advisory Committee as well as creating a link to the Canadian Institute of Managers ‘CIM’, is imperative. Setting up such a committee will help to better connect the

Business Management Diploma program to industry experts. This will enhance the student experience and ultimately program quality. These actions will also serve to support goal D3 (being accountable to our partners) in Vision 2023, which is in support of being accountable to our internal and external stakeholders. This will also allow us to begin to explore stakeholder needs re: a general business degree (BBA) offering.

Goal supported by strategy(ies): 1, 2

Recommendation(s) this Goal Addresses	Report (page number)
The SSR, supported by the ERR, highlights the importance of student exposure to industry and the benefits of building relationships with industry. These activities provide opportunities for students to gain practical business experience and to make connections with potential industry employers. The SSR also suggests that the BUSI Dept. continues to leverage the joint BUSI and ENTR Industry Advisory Committee. This is no longer in operation and so BUSI will support this recommendation by creating its own PAC.	SRR p34 (rec 10, 12 and 13) ERR p7

GOAL 3: Solidify and support a system of continuous improvement in all Programs and course offerings to align with Vision 2023 goal D1.

RATIONALE FOR THIS GOAL: Course consistency as it pertains to learning outcomes and rigour is key to both Program and student success. Continuous improvement measures will help maintain program relevance and improve quality.

Goal supported by strategy(ies): 1, 2, 3

Recommendation(s) this Goal Addresses	Report (page number)
The SSR recommended that the department monitor student learning outcomes for business education foundation courses and strengthen the integration of outcomes between BUSI courses. This process will also focus on rigour, delivery and integrate a variety of essential skills required for success in industry. Further, recommendation 7 in the SSR recommended a formal course-to-front line course collaboration process and laddering of course learning outcomes.	SSR – p32 (rec 1, rec 2) SSR – p34 (rec 7) ERR – p4

GOAL 4: Support faculty awareness of support services available to students and develop ways to proactively connect students with these resources to support their success, and enhance their educational experience to better align with Vision 2023 Goal D3

RATIONALE FOR THIS GOAL: KPU has ample support services for students to support their success. Faculty can be a front-line conduit, connecting these students to these services.

Goal supported by strategy(ies): 4

Recommendation(s) this Goal Addresses	Report (page number)
The SSR recommended that the BUSI department take a more collaborative approach in working with departments (learning center, teaching and learning, CDC etc.) that support student and program success. The ERT reinforced this and identified further improvements that could be made in this respect.	SSR - p33 (rec 4), p34 (rec 11) ERT p 6

GOAL 5: Address indigenization gaps in program

RATIONALE FOR THIS GOAL: Linked to the opportunities for improvement in our summary, at present many faculty lack a rich understanding of indigenization in curriculum. Vision 2023 calls upon us to be “Demonstrating value and respect for the richness of cultures and traditions of Indigenous peoples, engaging Indigenous peoples and organizations through active and community-focused KPU partnerships and continuing to develop more Indigenous academic content and integrating Indigenous culture into our learning environment.” It is our responsibility to meet this call to action. The future of business includes indigenous ways of knowing as set out by UNESCO and the TRC of Canada.

Goal supported by strategy(ies): 3, 6

Recommendation(s) this Goal Addresses	Report (page number)
The SSR discussed the importance of intercultural skills and sustainability content which touches on indigenization. The Dean’s follow-up to the SSR further called upon us to address indigenization gaps within the program.	SSR p33 (rec 2) Dean’s Response to SSR

GOAL 6: Build internationalization and intercultural fluency in programs and courses

RATIONALE FOR THIS GOAL: As our workplaces and classrooms become more intercultural, the ability to work across difference for both Faculty and students is increasingly important. Intercultural fluency is a key attribute of our graduates and is expected by many employers in the Lower Mainland. Our ability to prepare students to work in diverse environments could be a competitive advantage for our Business Diploma graduates. Developing intercultural fluency is also reflected in The Truth and Reconciliation Calls to Action.

Goal supported by strategy(ies): 3, 5, 9

Recommendation(s) this Goal Addresses	Report (page number)
The SSR discussed the importance of intercultural skills and sustainability content which touches on indigenization. The Dean’s follow-up to the SSR further called upon us to address indigenization gaps within the program.	SSR p33 (rec 2) Dean’s Response to SSR

GOAL 7: Fortify a team sharing and mentorship approach

RATIONALE FOR THIS GOAL: Inconsistent opinions about program currency and teaching collaboration exist among faculty. An opportunity exists to enhance mentorship and to share teaching methods, philosophies and tools. This will also serve to improve program quality and ultimately the student experience as well as enriching the experience of faculty.

Recommendation(s) this Goal Addresses	Report (page number)
The SSR noted the importance of having a course champion component fully operational and cemented. The addition of peer-to-peer faculty mentors will improve the student learning experience by sharing instructional practices and help to deliver the courses in a consistent fashion across sections and terms. The ERT noted the importance of increased communication and collaboration across faculty to help improve instructional consistency.	SSR p33 (rec 5) ERR p4

RECOMMENDATIONS THE QUALITY ASSURANCE PLAN DOES NOT ADDRESS

List the Recommendations from the Self-Study and External Review this Plan does not address. Provide a brief rationale for why these Recommendations cannot be addressed. Add or remove rows as necessary.

Recommendations	Report (page number)	Rationale
<i>The SSR recommended an increase in marketing spend and a new marketing plan.</i>	SSR Recommendation 12	<i>We need to know more about our program before we begin to develop a marketing plan. Much of what is suggested will also address marketing on a smaller scale (industry, student and alumni connection etc). This will be reviewed on an annual basis with the Dean's office to establish the top three foci to be included in the school of business marketing.</i>
<i>The BUSI department will work with Dean's office to develop a program-specific student outreach and marketing strategy to communicate the value and advantages of obtaining a BUSI MGMT diploma.</i>	SSR Recommendation 9	<i>We need to know more about our program before we begin to develop a marketing plan. Much of what is suggested will also address marketing on a smaller scale (industry, student and alumni connection etc)</i>
<i>The BUSI DEPT will continue to advocate for additional time release for the department. The BUSI DEPT is not advocating an increase in time release for the administrative activities, but instead is seeking departmental time release for a specific curriculum and instructional delivery coordination role.</i>	SSR Recommendation 8	<i>This is listed in supports needed to execute this plan. The department does not have enough Chair time release to service current day to day needs of the department. Additional supports are needed to support quality program development. Update: Chair position has been updated by 25% annually</i>
<i>It was noted that there was a potential issue with 'overly restrictive prerequisite barriers.'</i>	ERR Page 4	<i>Upon review, the department disagrees as only two of ten courses in the program have a prerequisite attached. This will, however, be reviewed in September as we seek to review all aspects of the program to meet stakeholder needs.</i>

QUALITY ASSURANCE FIVE-YEAR ACTION PLAN

Describe the Quality Assurance Strategies (specific plans of action) the program must achieve to attain its Goal over the next five year. Detail the **steps** the program will take to achieve each Strategy. Add or remove Strategies and tables as necessary.

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGINS: March 2020

STRATEGY 1: Develop a method of regular data tracking to inform program quality and outcome initiatives

GOAL(S) THIS STRATEGY SUPPORTS: Goals 1, 2 & 3

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Identify data that needs to be collected and monitored on a regular basis	Dept Data Rep	8/2020	9/2020	
a. Collect, monitor and report data on declarations and graduation rates 3x a year	OPA/Dean's Office	12/2020	5/2025	
b. Determine where growth is coming from (internal and external), what should it be/what	OPA/Dean's Office	9/2020	5/2021	
c. Report out on business education framework data	Dept	12/2020	12/2021	
d. Collect, track student success rates for jobs, where they are going	OPA/Alumni Affairs	12/2020	5/2025	
e. Track data on bottlenecks to graduation re: scheduling (e.g. BUSI 2490)	Dean's Office	12/2020	5/2025	
f. Determine other required data that will need to be monitored and reported.	Dept	9/2020	9/2020	
Create a department representative for data tracking (data to be supplied by Dean's Office)	Dept	05/2020	05/2020	
Once identified, data should be reported out as a dashboard each semester as applicable	Dean's Office	05/2020	5/2025	
Data to be reviewed at department meetings 3x a year and posted on Moodle	Dept Data Rep	12/2020	5/2021	
Action plans crafted 1x a year (or more, as required) with follow up on use of data and success of action plans	Entire Dept	05/2020	May 2020-2025	

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? Dept rep accountable time, Chair's release, Dean's office assistance with data collection (O.P.A) and reporting, other departments (e.g. Registrar, Alumni, Alumni affairs etc.) assistance with data collection and provision

When are these resources required? Immediately and ongoing. 3 times a year from the Dean's office and O.P.A. Industry and Alumni time frames will vary based on our ability to collect but minimum once a year. (No new funding needing)

STRATEGY 2: Establish a method for regular feedback from Industry stakeholders

GOAL(S) THIS STRATEGY SUPPORTS: Goals 1, 2, 3 and 7

Step(s) Required to Achieve this Strategy	To be Led By	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Create a Certified Institute of Management 'CIM' representative position within the dept	Dept	03/2020	03/2020	
Draft job description for CIM rep	Dept, Chair and CIM Rep	03/2020	03/2020	
CIM rep to identify opportunities in the first year and report back to dept as discovered	CIM rep	03/2020	03/2021	
Review value of CIM connection	CIM rep + Dept	03/2021	03/2021	
Determine if position should continue and make adjustments to job description as required or discontinue position	CIM rep + Dept	03/2021	03/2021	
Creation of a Program Advisory Committee	Dept	03/2020	03/2021	
Appoint a faculty lead (possibly two co-leads) for a two-year term	Dept	02/2020	03/2021	Completed
Review the KPU Program Advisory Committee Policy	PAC rep + Dept Chair	03/2020	03/2021	Completed
Develop a terms of intent/reference document	PAC rep	03/2020	05/2020	In progress
Consult with other departments for input on key success factors for PACs	PAC rep	03/2020	04/2020	In progress
Review sample member lists and terms of reference from other departments	PAC rep	03/2020	03/2020	Requested
Create a list of proposed committee members consisting of Industry Professionals, Alumni, and current students. Determine appropriate ratio of these members.	Dept with PAC rep	06/2020	09/2020	
Circulate the proposed list to faculty for input.	PAC rep	06/2020	09/2020	
Appointed faculty to connect with nominated Advisory Committee members	PAC rep + faculty	09/2020	11/2020	

Once nominations are accepted, send list of potential Advisory Committee members to Admin Support to send out invitations	PAC rep	09/2020	09/2020	
Faculty lead, in conjunction with the department will distribute the Terms of Reference document to the Advisory Committee.	PAC rep	09/2020	09/2020	
First Advisory Committee Meeting (Dean's Office to organize)	PAC rep, Dept Chair	11/2020	n/a	
Bi-annual Advisory Committee Meeting	PAC rep, Dept Chair	11/2020	11/2025	

Resource Implications (if applicable)
BUSI Faculty Accountable time, admin support from the Dean's Office, BUSI Department Chair Release When: January – March 2020 support for PAC creation from Dean's Office. 2x a year for meeting support.

STRATEGY 3: Hold a working session to develop updated program and course learning outcomes

GOAL(S) THIS STRATEGY SUPPORTS: Goal 1, 3, 6 and 7

Step(s) Required to Achieve this Strategy	To be Led By	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Book 3 day conference and facilitators	Time Release	04/2019	04/2020	Booked for September and October
Using data collected from industry, Outlook 2027, internal stakeholders, students and alumni, create draft program outcomes	Time Release (leads), Dept	9/2020	11/2020	

Based on program outcomes required for future success, review alignment of all courses within the BUSI Mgt Diploma program	Time Release (leads), Dept	05/2020	05/2020	
Hold a 2-3 day working session facilitated by someone outside of the dept to engage faculty on PLO and CLO review and alignment	Time Release (leads), Dept	09/2020	10/2020	
Review of courses to include inclusion, diversity and UDL principles (required by curriculum committee as well as goals 6 and 7 and Vision 2025)	Time Release (leads), Dept	09/2020	12/2020	
Target review of all courses and or/changes to program by the end of the 3 day session for submission to Curriculum Committee	Time Release (leads), Dept	09/2020	10/2020	
If changes to program recommended, review with PAC and other stakeholders prior to submission to curriculum committee	Dept Chair / PAC rep	11/2020	11/2020	
Develop PLO and CLO tracking and determine how often to review	Time Release (leads), Dept	09/2020	12/2020	
Submit course and/or program changes to curriculum committee	Curr Com Rep	02/2021	02/2021	
Implement course and/or program changes	Dept	09/2021	09/2021	
Review success of changes with stakeholders	Dept Chair, PAC rep, CIM rep	09/2023	12/2023	
Adjust as required and submit changes if needed to curriculum committee	Dept	01/2024	03/2024	
Implement changes		09/2024	9/2025	
Review as necessary		9/2020	09/2025	

Resource Implications (if applicable)
Funding for facilitator(s), Faculty PD time, Chair release time, 3 days facilitated team building activity. Dean supports plan. ACY 2021, funding, faculty PD within the 21 days.

STRATEGY 4: Proactively connect students with resources available in the university to help support student success

GOAL(S) THIS STRATEGY SUPPORTS: GOAL 4: Solidify and support a system of continuous improvement in all Programs and course offerings.

Step(s) Required to Achieve this Strategy	To be Led By	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Identify all support department services that BUSI faculty and students should have a link to	Dept Resource Committee	05/2019	09/2019	Completed
Reach out to support departments identified in step 1, gather information on services offered. Identify additional support departments to contact	Dept Resource Committee	5/2019	09/2020	Completed
Produce resource document/slide deck for faculty use highlighting available support services to students and post to Moodle as applicable	Dept Resource Committee	09/2020	03/2020	In progress
BUSI department to decide at department meetings which representatives of support services should be invited to speak at future department meetings: continuous link important to informing new faculty and advising others on new developments re: supports	Dept	9/2020	5/2025	
Discuss value of strategy above and have regular discussion on how to refine as necessary	Dept	9/2020	5/2025	
Revise periodically to ensure information is up to date	Dept Resource Committee	9/2020	5/2025	

Resource Implications (if applicable)
Faculty PD time, Dept meeting time

STRATEGY 5: Develop internationalization and intercultural literacy with faculty

GOAL(S) THIS STRATEGY SUPPORTS: Goal 7

Step(s) Required to Achieve this Strategy	To be Led By	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Target certain % of faculty in department to train/take the intercultural workshop. Of 35 FTE (48 Faculty), by the end of 2019, 20% (12 people) of BUSI FTE to complete the ICT workshop. Min 2 people per teaching team so that they can inform the course revision process. If ICT is replaced with something else, that will be the replacement for these targets.	Dept. Chair /Faculty Member	01/2020	12/2019 05/2020	Completed All teaching teams covered off other than 2490 (only two people on the teaching team)
Of 35 FTE (48 Faculty), by the end of 2020, 50% (24 people) of BUSI FTE to complete the ICT workshop.	Dept. Chair / Faculty Member	01/2019	12/2020	On track though some delays may occur with Covid scheduling changes
Of 35 FTE (48 Faculty), by the end of 2020, 75% of BUSI FTE to complete the ICT workshop.	Dept. Chair / Faculty Member	01/2019	12/2021	On track though some delays may occur with Covid scheduling changes
Offer PD sessions 2x a year at BUSI meetings on intercultural topics. Target 15 people per session for a total of 30 person hours of training per year Promote ICT advanced workshops as they are scheduled	Dept/ Chair	09/2020	5/2025	
Identify and promote external PD opportunities via the PD rep on intercultural teaching and training opportunities	PD Rep	09/2020	5/2025	
Hold training sessions in BUSI meetings to discuss how to incorporate Inclusion and diversity principles in curriculum development	Dept. Chair	01/2020	12/2020	
Continue to promote BUSI 1101 and CMNS 1101 as opportunities for our international students to build foundational skills for success in the Canadian Business education environment	Dept. Chair/Faculty Member	01/2020	12/2020	
Ensure that internationalization and intercultural learning opportunities are standing items on BUSI meeting agendas	Dept. Chair	6x a year	5/2025	
Review progress and develop action plans as required	Dept	09/2020	5/2025	

Resource Implications (if applicable)
BUSI Faculty Accountable time, BUSI Department Chair Release, Teaching and Learning Centre resources. What Faculty and/or Institutional support is required? Available PD funds within the School of Business and KPU.

STRATEGY 6: Help build an authentic approach to indigenization

GOAL(S) THIS STRATEGY SUPPORTS: Goal 6

Step(s) Required to Achieve this Strategy	To be Led By	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Faculty Education: Targets to complete UBC MOOC (or equivalent) on decolonization 10% FTE by 2019, 20% by 2020, 30% by 2021, 50% by 2022 and 75% by 2023.	Dept Chair		12/2023	
Identify stakeholders and information sources that can assist BUSI with understanding indigenization topics related to BUSI course topics and decolonization.	Dept nominated rep	1/2020	05/2020	
Identify other departments at KPU that have implemented strategies towards indigenization and decolonization.	Dept nominated rep	01/2020	09/2020	
Meet with the stakeholders and attain information sources identified in steps above, and collect information.	Dept nominated rep, Dept Chair	06/2020	09/2020	
Strike a committee to ensure policy rollout 2022 is addressed	Dept nominated committee	09/2020	09/2020	
Summarize the information collected and present findings to BUSI Department. Propose course and program alterations as /if required. Revise faculty education plan to reflect new information.	Dept nominated committee+ rep	11/2020	01/2021	
Review of courses related to indigenization every two years.	Dept Rep	02/2023	02/2025	

Resource Implications (if applicable)
Accountable time from faculty in and outside of the department, PD funds for department meeting PD sessions (ongoing). When are these resources required? Each year 2020-2025. What Faculty and/or Institutional support is required? Dean's support and Indigenous Gathering Place and advisement from the Kwantlen Nation Elders.

STRATEGY 7: Develop a course teaching team and mentorship plan for each course offered

GOAL(S) THIS STRATEGY SUPPORTS: Goal 7

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Initial Meeting with QA Goal 5 team	Ron Shay	03/04/19	Completed	Agreed to terms of reference and suggested draft role expectations
Draft role expectations to be ratified by QA Goal 5 team	Ron Shay	08/04/2019	Completed	Circulated to team 08/04/19; agreement reached 15/04/19
Call for mentor volunteers	Ron Shay	19/04/19	Completed	
Meeting with all mentors	Ron Shay	05/19	Completed	

Meetings called by mentors and course teaching teams	Mentors (coordinators)	Completed	Ongoing	
Develop feedback loop and review at 1 year implementation	Program Chair	9/2020	09/2025	
Make adjustments as necessary end of year one	Mentors	09/2020	12/2020	
Implement adjustments	Mentors	01/2021	01/2022	
Review success and make action plans as required	Mentors and Dept	01/2022	2025	

Resource Implications (if applicable)
<p>What are the resources required to achieve this Strategy? Dept accountable time, funding for PD and team building where applicable.</p> <p>When are these resources required? Ongoing.</p> <p>What Faculty and/or Institutional support is required? Teaching and Learning Commons, Dean's Office</p>

PLAN SUPPORTED BY:

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Dean's Name

Provost's Signature



Dean's Signature

13-Oct-20

Date

17-Aug-20

Date