

Date QA Plan submitted to SSCPR: October 22, 2025

Date Self-Study Report approved by SSCPR: May 22, 2024

Date of External Review: December 3 & 5, 2025

SUMMARY OF PROGRAM STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR IMPROVEMENT

Program Strengths

- **Alignment with KPU's Polytechnic Mandate:** Emphasis on practical skills such as analytical thinking, data analytics, policy analysis, communication, and teamwork.
- **Strong Lower-Level Curriculum:** Well-developed first and second-year courses support university transfer pathways and meet the needs of BBA and ME/BAME students.
- **Skill Development:** Courses foster both technical and broad-based skills including critical thinking, clear writing, effective speaking, and collaboration—skills valued in the BC economy.
- **Career Relevance:** Economics courses are linked to employment and career pathways in the local economy.

Challenges

- **Upper-Level Course Enrollment:** Low student interest and enrollment in 3000–4000 level courses create financial and scheduling difficulties, limiting course offerings.
- **Sustainability of Advanced Courses:** Difficulty maintaining upper-level courses due to low enrollment.
- **Curriculum Gaps:** Insufficient opportunities for applied work and experiential learning at the upper levels.

Opportunities for Improvement

- **Expand Applied Learning:** Develop more applied courses and industry project opportunities to enhance experiential learning.
- **Enhance Data Skills:** Increase focus on data analysis and programming to meet market demand.
- **Improve Teamwork Integration:** Incorporate cooperative learning and group projects throughout the curriculum.
- **Indigenous Content and Engagement:** Expand curriculum to include Indigenous economic practices and build stronger connections with Indigenous communities.
- **Strengthen Industry Partnerships:** Revitalize the Program Advisory Committee (PAC) to ensure curriculum relevance and increase industry collaboration.
- **Enhance Program Visibility and Student Recruitment and Retention:** Foster greater visibility of the Economics program and its students through outreach initiatives, campus events, guest speakers, social media, marketing and advising materials, and collaborative projects. Additionally, identify and remove barriers to student participation and progression, such as scheduling conflicts and format, limited access to upper-level courses, textbook and assessment cost.

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

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

Self-Study Report (SSR) Recommendations	Page Number
Engage in department-wide dialogue regarding recent developments and issues related to the use of LLMs and other academic integrity issues.	19
Post samples of exemplary student writing from past generations after obtaining author approval.	19
To consider including a recommendation to join Toastmasters in course presentations for all courses that involve student presentations.	20
Investigate whether reading comprehension can be fostered in second-year classes in a non-intrusive way.	22
Consider applying practices of Cooperative Learning (e.g. assigning roles as Asker, Presenter, Recorder, Timer) for in-class exercises and tying those exercises to assigned readings.	23
Conduct a department-wide dialogue on how to incorporate the abundant online content from the lockdown period into in-class groupwork.	23
Instructors, especially those who teach upper-level courses, are invited to think of ways to incorporate research activities that involve actual data and use of spreadsheet software into their courses.	24
Start a departmental discussion on what portion, if any, of the 20% of class grade that is effectively at instructor's discretion could be used to promote the use of actual data and spreadsheet software.	24
At some point in the future, after the consultation with the Dean, consider making a case for a time release to develop standardized, though not overly restrictive assignments in MS Excel that would be available to all department members.	24
Conduct a departmental discussion about a more targeted PD oriented towards promotion of this skill. Consider traditional PD funds, but also Career Enhancement Fund (CAE), 0.6% Faculty PD Fund, and time release applications for Faculty interested in spearheading PD initiatives.	24
When writing the MDBP Concept Paper, think of ways to develop MDBP curriculum that would promote economies of scope, i.e. use of joint resources to increase efficiency, with ME/BAME. This includes students taking some of the same courses and spreading the cost of possible specialized software licenses.	25
Specifically, consider including ECON 2260 into the Policy Pathway for MDBP.	25

Self-Study Report (SSR) Recommendations	Page Number
To consider striking the Experiential Learning and Groupwork Subcommittee. One of its functions could be to develop the standard language outlining expectations from individual students in order to avoid the free rider problem and other groupwork issues. After consultation with the Dean, we feel this may be achieved through a time release for the member leading the Subcommittee.	26
To consider communicating the typical expected number of hours of study per week in Economics courses, as well as information about Learning Centres in course presentations.	27
To ask Teaching and Learning Commons for help and guidance in reforming our Curriculum Map in a way that will provide ME/BAME with more than one unique PLO, while keeping an eye on laddering from AADE into ME/BAME.	30
To work with Teaching and Learning Commons on finding ways to address the issue of the difficulty in transitioning from developing to applied alignment for existing and new PLOs.	30
Upon consultation with Teaching and Learning Commons, should it still be considered appropriate, to contact BUQU and CBSY with intent to develop a third-year Data Analytics course.	30
To hold a departmental discussion on whether to keep ECON 3333, 3450, 3451 and 4451.	31
Conduct a departmental discussion to explore the possibility of relying on in-class groupwork that involves take home preparation, but in class discussion.	38
Should department be in favour of such a direction, task the future Experiential Learning and Groupwork Subcommittee with coming up with recommendations for implementation of the in-class groupwork strategy.	38
Use the list of Discipline members to replenish the PAC.	39
Contact Alumni with request to join the PAC.	39
To consider striking a Curriculum Reform Subcommittee whose purpose would be to guide and keep track of changes and implications to courses affecting all Economics courses. The Subcommittee could be headed by the Economics representative in the MSB Curriculum Committee. It would have with general purpose of producing a report on how to strengthen the coverage of Common Resources, Natural Monopolies and Public Goods.	43
To solicit the interest of department members for a Time Release to study the recent economic scholarship in the area of Common Resources and Indigenous economic practices. This would involve also involve liaising with representatives of Indigenous communities.	43
To task the future Experiential Learning and Groupwork Subcommittee with investigating opportunities to establish industry and stakeholder connections with possible Indigenous partners. In doing so, it could rely on the existing resources within MSB and KPU. (This is a short-term goal; implementation is the medium-term goal.)	43

Self-Study Report (SSR) Recommendations	Page Number
To, upon the completion of the Time Release, and with the input of the Time Release recipient and appropriate Subcommittees, hold a department discussion to decide on one of the following paths, both couched within ECON 4900: A) A course focused on Indigenous Economic Issues in Canada B) Social Impact Study course in areas Indigenous communities show interest for.	43
As it relates to ME/BAME: Develop a list of desired (by no means prescribed) PD objectives that support its Data Analytics competency using the input of the PAC, and	46
Encourage its members to pursue those objectives within the current PD framework (e.g., 0.6% Fund, PD allocation, Education leave opportunities.)	46
As it relates to MDBP: Have a department discussion on which components of the future MDBP Economics would like to focus on. Finance, in addition to Policy, is an obvious, though by no means prescribed choice.	46
Upon coming to an agreement on the areas of interest, solicit interest from department members for future teaching in specific areas, and outline ways in which they would like to be supported in strengthening and maintaining their competencies, through PD or otherwise.	46
Communicate these findings to other departments involved in MDBP, as well as the Dean's Office to ensure there are no overlaps and supports are in place.	46
Work with KPU Marketing and MSB Dean's Office to design an outreach strategy towards significant sources of likely enrolments, including but not restricted to, immigrant societies and social networking sites like LinkedIn. This would ideally help us tap into the underserved market of professionals with foreign credentials who already work in Lower Mainland and are interested in enhancing their job prospects through further education in Data Analytics. For an outline of this approach, please see Exhibit 2 in the Outline of Masters of Data Analytics for Business and Policy (included in Appendix I.)	48
Conduct a study of current competition consisting of other Data Analytics and similar programs in our geographic area to design a program that is sufficiently distinct to be of interest to prospective students, yet manageable to KPU Economics in particular and MSB and KPU in general (MDBP).	48
Solicit input from the PAC about possible outreach strategies to BC natural monopolies, government and NGOs. Such advice, as well as connections inside those organizations, could lead to a more targeted way of generating student demand.	48
When competencies permit, design a plan of outreach to Indigenous communities and potential students interested in quantitative approach to Indigenous economic issues, building on existing KPU resources and connections in this area.	49

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Self-Study Report (SSR) Recommendations	Page Number
Consider reviving the Economics Café as a project of promoting Economics in KPU social settings and identify areas e.g. in ECON 3100, 3150, and 4900 where students could present their work and debate for extra credit in front of a wider audience.	54
To change the Curriculum Map to include the application of PLO 5, at least in ECON 3100 and 3150.	54
To work on integrating spreadsheet software, through future Experiential Learning and Groupwork Subcommittee as described earlier, as a way of supporting PLOs 3-6, with particular emphasis on PLO 5 in all courses, especially second-year ones (e.g. ECON 2210.)	54
With input from the department members, especially those teaching upper-level courses, future Experiential Learning and Groupwork Subcommittee should come up with recommendations on how to include quality of presentations in course assessment schemes.	57
To hold a vote on reducing maximum classroom enrolment back to 35 students.	59
To have a departmental discussion on scheduling upper-level courses, circumstances permitting, as in person only.	60
To conduct a thorough and open departmental discussion regarding the differences between Faculty and Student perceptions of assessments.	61
Have a departmental discussion on a possible adoption of Study Guide recommendations.	66
Conduct an additional survey regarding library use, clearly specifying that the use of online library catalogue constitutes library use.	66
Have a discussion among Faculty teaching upper-level courses regarding a possible mandatory Library orientation.	66
Investigate the possible IT cost implications of MDBP (license fees, etc.).	67

External Review Report (ERR) Recommendations	Page Number
Enhance Experiential Learning: Develop more applied courses and opportunities for industry projects. Given the low numbers in upper-level courses, experiential learning may benefit from an inter-disciplinary approach, working with other program areas. Economics is a good foundation for students entering a broad range of industries and occupations, particularly those requiring data analysis skills and practical analytical tools (e.g., Excel). The student would benefit from a mapping into various professions and industries that would allow the use of those skills. A multi-disciplinary approach to internships, capstones, or major course projects with this approach may make it more manageable to develop a strong work integrated learning model.	4
Create a renewed focus on a diverse and engaged Program Advisory Committee (PAC). Building on the previous recommendation, the creation of more experiential learning opportunities will benefit from having an engaged PAC that represents a broad range of industries that employ economists. Within Metro Vancouver,	4

External Review Report (ERR) Recommendations	Page Number
prominent industries that rely on economists that are not currently represented on the PAC include government (focusing on federal, regional, and municipal to avoid potential conflict with provincial funders), real estate development, management and business consulting, and transportation and logistics.	
Focus on Data Skills: Incorporate courses or modules on data analysis and programming to meet market demand. There is always a “branding issue” with quantitative materials. As mentioned in the report, the department recommended re-naming some courses, particularly “econometrics”. The department may benefit from a more current name and description of quantitative courses. “Big Data”, “Data Analytics” are more relatable than “econometrics” and “Business Statistics”.	4
Increase Indigenous Content: Expand curriculum to include indigenous economic practices and establish connections with indigenous communities. In particular, land management, forest practices and environmental issues. If there is a desire to shift focus from micro-level topics to broader social and governmental issues, efforts should be aligned with similar initiatives already underway within the business school. The school is increasingly prioritizing not only Indigenization but also a range of social issues, including the UN Sustainable Development Goals (UNSDGs). This direction is further reflected in the launch of a new course on nonprofit entrepreneurship and the establishment of the Social Innovation Incubator, both of which signal a growing commitment to socially driven initiatives.	4
Group and develop upper-level courses by theme or topic: Economics has a well-developed list of upper-level courses, some of which are distinct to KPU. However, they appear, for the most part, as stand-alone topics. One possible approach with the upper-level courses is an offering of two or three course “themes”. These could be a topic specific theory course feeding into an applied course, or a two-course sequence with a topic. Students filling in upper-level elective requirements may find these grouping more appealing, especially if they have a strong applied component. Indigenization of curriculum and development of new courses would fit well (i.e. economics of land management).	6
A strategic approach to upper-level scheduling: In response to student feedback about the limitations and scheduling of upper-level courses, a grouping approach may allow for better scheduling term-to-term. This should be supported with student survey data, not just about which courses, but the timing. Other institutes have had success scheduling courses with the support of student course preference surveys two to three semesters ahead of time.	6
A more modular approach to develop graduate studies: The report identifies interest in the development of an inter-disciplinary master’s degree in Data Analytics for Business and Policy. Given the lack of a major in economics, this seems like a significant step. Developing a full master’s requires resources and a fairly lengthy timeline. An alternative is to take a modular approach: develop an undergraduate specialty in data analytics, followed with a graduate certificate in analytics. Shorter, modular programming is rising in popularity and would also serve as foundational building blocks for the master’s program.	6
Address the issues of identity and position in the KPU landscape: Economics straddles both the Faculty of Arts and the School of Business. This could be viewed as an opportunity or strength, but it can also be confusing. Is the student base in business or arts? This implies different strategies for growth. On one hand, development of institutional economics and economic policy could fit well in a multi-disciplinary degree with the Faculty of Arts. Alternatively, economics is a key component of any business degree. Courses in industrial organization and international trade can complement business strategy, market research, and supply chain. From a	6

External Review Report (ERR) Recommendations	Page Number
practical perspective, recently enrolment growth has been strong in the School of Business (and slightly declining in Economics) ¹ , suggesting that closer alignment with business could leverage student interest and support enrolment challenges, particularly in third and fourth year ² . Further, economics is rich in synthesizing data analysis and decision making, which fits well with development of a data analytics focus at both undergrad and graduate level.	
Re-brand the Business Administration Diploma: This diploma has much greater economic content than most business diploma programs. However, the distinction is not obvious to potential students. Given that it ladders into the BBA, there may be potential to develop the diploma with further topics in economics.	6
Integrating a capstone or projects course to enhance experiential learning: As referenced earlier, there is potential for grouping courses by theme. This can also be applied to development of experiential learning. A topics course that is linked to a projects course could allow for an integrated approach to experiential learning. More experiential learning in a topics course can be expected to lead to better results in a projects course. This is an area where an active and engaged PAC can make significant contributions.	7
Develop a systematic approach to educating students on available resources: Feedback from faculty suggests efforts are made at the course level to increase student awareness of university resources. However, these efforts seem somewhat fragmented and not consistent. Students should be encouraged to take advantage of the special access they enjoy to research data and support resources. For example, Statistics Canada charges private citizens for data files, but universities have site licenses. Further, there are journal databases available in the library that give students better access than using tools like Google Scholar. There could be benefit from a strategic approach as to “when” and “where” this information is delivered to the students.	8

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
To hold a departmental discussion on whether to keep ECON 3333, 3450, 3451 and 4451.	SSR, 31	These recommendations have already been implemented and completed
Use the list of Discipline members to replenish the PAC.	SSR, 39	
Contact Alumni with request to join the PAC.	SSR, 39	
To hold a vote on reducing maximum classroom enrolment back to 35 students.	SSR, 59	
To have a departmental discussion on scheduling upper-level courses, circumstances permitting, as in person only.	SSR, 60	
Create a renewed focus on a diverse and engaged Program Advisory Committee (PAC). Building on the previous recommendation, the creation of more experiential learning opportunities will benefit from having an engaged PAC that represents a broad range of industries that employ economists. Within Metro Vancouver, prominent industries that rely on economists that are not currently represented on the PAC include government (focusing on federal, regional, and municipal to avoid potential conflict with provincial funders), real estate development, management and business consulting, and transportation and logistics.	ERR, 4	
There is always a “branding issue” with quantitative materials. As mentioned in the report, the department recommended re-naming some courses, particularly “econometrics”. The department may benefit from a more current name and description of quantitative courses. “Big Data”, “Data Analytics” are more relatable than “econometrics” and “Business Statistics”.	ERR, 4	The university’s adaptation to budgetary challenges has changed the leadership’s priorities for curricular development.
When writing the MDBP Concept Paper, think of ways to develop MDBP curriculum that would promote economies of scope, i.e. use of joint resources to increase efficiency, with ME/BAME. This includes students taking some of the same courses and spreading the cost of possible specialized software licenses.	SSR, 25	
Specifically, consider including ECON 2260 into the Policy Pathway for MDBP.	SSR, 25	
As it relates to MDBP:	SSR, 46	

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Recommendations	Indicate SSR or ERR and page number	Rationale for Not Addressing
Have a department discussion on which components of the future MDBP Economics would like to focus on. Finance, in addition to Policy, is an obvious, though by no means prescribed choice.		
Upon coming to an agreement on the areas of interest, solicit interest from department members for future teaching in specific areas, and outline ways in which they would like to be supported in strengthening and maintaining their competencies, through PD or otherwise.	SSR, 46	
Communicate these findings to other departments involved in MDBP, as well as the Dean's Office to ensure there are no overlaps and supports are in place.	SSR, 46	
Work with KPU Marketing and MSB Dean's Office to design an outreach strategy towards significant sources of likely enrolments, including but not restricted to, immigrant societies and social networking sites like LinkedIn. This would ideally help us tap into the underserved market of professionals with foreign credentials who already work in Lower Mainland and are interested in enhancing their job prospects through further education in Data Analytics. For an outline of this approach, please see Exhibit 2 in the Outline of Masters of Data Analytics for Business and Policy (included in Appendix I.)	SSR, 48	
Conduct a study of current competition consisting of other Data Analytics and similar programs in our geographic area to design a program that is sufficiently distinct to be of interest to prospective students, yet manageable to KPU Economics in particular and MSB and KPU in general (MDBP).	SSR, 48	
Investigate the possible IT cost implications of MDBP (license fees, etc.).	SSR, 67	
Post samples of exemplary student writing from past generations after obtaining author approval.	SSR, 19	Progress in AI nullifies it
Re-brand the Business Administration Diploma: This diploma has much greater economic content than most business diploma programs. However, the distinction is not obvious to potential students. Given that it ladders into the BBA, there may be potential to develop the diploma with further topics in economics.	ERR, 6	Out of scope

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: January 2026

GOAL 1: IMPROVE STUDENT RECRUITMENT THROUGH MARKETING AND OUTREACH

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Solicit input from the PAC about possible outreach strategies to BC natural monopolies, i.e. certain industries such as electricity distribution and water utilities where a single provider can supply the service more efficiently than multiple competing firms due to high fixed infrastructure costs (e.g., BC Hydro and FortisBC), government and NGOs. Such advice, as well as connections inside those organizations, could lead to a more targeted way of generating student demand.	SSR, 48
When competencies permit, design a plan of outreach to Indigenous communities and potential students interested in quantitative approach to Indigenous economic issues, building on existing KPU resources and connections in this area.	SSR, 49
Consider reviving the Economics Café as a project of promoting Economics in KPU social settings and identify areas (e.g., in ECON 3100, 3150, and 4900) where students could present their work and debate for extra credit in front of a wider audience.	SRR, 54
Address the issues of identity and position in the KPU landscape: Economics straddles both the Faculty of Arts and the School of Business. This could be viewed as an opportunity or strength, but it can also be confusing. Is the student base in business or arts? This implies different strategies for growth. On one hand, development of institutional economics and economic policy could fit well in a multi-disciplinary degree with the Faculty of Arts. Alternatively, economics is a key component of any business degree. Courses in industrial organization and international trade can complement business strategy, market research, and supply chain. From a practical perspective, recently enrolment growth has been strong in the School of Business (and slightly declining in Economics), suggesting that closer alignment with business could leverage student interest and support enrolment challenges, particularly in third and fourth year. Further, economics is rich in synthesizing data analysis and decision making, which fits well with development of a data analytics focus at both undergrad and graduate level.	ERR, 6

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Action(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes
Engage the Program Advisory Committee (PAC) - Solicit input on outreach strategies to BC natural monopolies, government agencies, and NGOs. - Leverage PAC members' networks to identify potential recruitment channels and partnership opportunities.	Azadeh Khoshaien, Taiwo Aderemi	Jan/26	Dec/26	
Design Outreach Plan to Indigenous Communities - Assess departmental competencies and capacity to engage Indigenous communities. - Collaborate with KPU's Indigenous Services and existing community partners. - Develop messaging that highlights the quantitative and policy-oriented aspects of economics relevant to Indigenous economic issues.	Shauna McAuley-Bax	Jan/26	Dec/26	
Clarify and Communicate Program Identity - Facilitate internal discussions to address the dual positioning of Economics within the Faculty of Arts and the School of Business. - Develop tailored messaging for different student audiences (Arts vs. Business). - Align promotional materials with current enrolment trends and strategic priorities (e.g., data analytics, policy, interdisciplinary pathways). - Coordinate with KPU Marketing and MSB Dean's Office to ensure alignment with MSB and/ or KPU branding as advised by KPU Marketing.	Vera Lantinova	Jan/26	Dec/26	
Revive the Economics Café - Form a Planning Committee: Recruit interested faculty and possibly student volunteers to lead the initiative. - Define Format and Frequency: Decide whether the Café will be a monthly, term-based, or annual event; determine structure (e.g., presentations, debates, guest speakers).	Mohammad Akbar Rabia Aziz Neil Roberts Sinisa Vujovic	Jan/26	Dec/26	

Action(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes
- Identify Venues and Logistics: Reserve appropriate campus spaces and coordinate with Facilities and Events teams. - Develop a Call for Participation: Invite students to present work from courses like ECON 3100, 3150, and 4900. - Promote the Event: Use KPU’s communication channels, social media, and faculty networks to raise awareness. - Pilot the First Event: Host a small-scale version to test logistics and gather feedback. - Evaluate and Refine: Collect feedback from attendees and participants to improve future iterations.				

Resource Requirements (if applicable)
Resources required to achieve this Goal: Human Resources: Faculty time for planning and outreach; support from PAC members; collaboration with Indigenous Services and Marketing; student volunteers or assistants Financial Resources: Budget for time release, promotional materials, event hosting, travel (if applicable), and honoraria for guest speakers or community partners. Facilities: Access to campus event spaces and AV equipment for the Economics Café Institutional Resources: Access to student data, marketing platforms, and outreach tools.
When resources will be required: Planning Phase: Spring 2026 (PAC engagement, internal discussions) Implementation Phase: Spring 2026 onward (marketing development, outreach activities) Ongoing Support: Throughout the 5-year period for sustained engagement and refinement
Faculty and/or Institutional support required: Faculty Support: Participation in outreach planning, student engagement, interdisciplinary curriculum development, and attending events. Institutional Support: - Endorsement from the Dean’s Office and support from KPU Marketing, Facilities, and Events teams. - Collaboration with Indigenous Services and Student Recruitment. - Data access and analytics support to track recruitment outcomes.

GOAL 2: REMOVE BARRIERS TO STUDENT PROGRESS AND PARTICIPATION

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Group and develop upper-level courses by theme or topic: Economics has a well-developed list of upper-level courses, some of which are distinct to KPU. However, they appear, for the most part, as stand-alone topics. One possible approach with the upper-level courses is an offering of two or three course “themes”. These could be a topic specific theory course feeding into an applied course, or a two-course sequence with a topic. Students filling in upper-level elective requirements may find these grouping more appealing, especially if they have a strong applied component. Indigenization of curriculum and development of new courses would fit well (i.e. economics of land management).	ERR, 6
A strategic approach to upper-level scheduling: In response to student feedback about the limitations and scheduling of upper-level courses, a grouping approach may allow for better scheduling term-to-term. This should be supported with student survey data, not just about which courses, but the timing. Other institutes have had success scheduling courses with the support of student course preference surveys two to three semesters ahead of time.	ERR, 6

Action(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes
1. Group Upper-Level Courses by Theme or Topic - Review existing upper-level courses to identify natural thematic groupings (e.g., theory + applied, policy + practice). - Develop course sequences or clusters that offer clearer academic pathways and stronger applied components. - Integrate Indigenization and new course development (e.g., economics of land management) into thematic groupings.	Vera Lantinova, Kabeer Muhammad	Jan/26	Dec/26	
2. Implement Strategic Scheduling Practices Seek existing KPU data if available, and if not, conduct student surveys to gather data on course preferences and ideal scheduling windows.	Vera Lantinova, Kabeer Muhammad	Jan/26	Dec/26	

Action(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes
- Use survey results to inform term-to-term scheduling decisions, aiming for consistency and predictability. - Coordinate with other departments to avoid scheduling conflicts and maximize cross-program accessibility.				
3. Communicate Changes to Students - Update program materials and advising resources to reflect new course groupings and scheduling strategies. - Promote thematic pathways and scheduling improvements through faculty advisors, course outlines, and student communications.	Vera Lantinova, Kabeer Muhammad	Jan/26	Dec/26	

Resource Requirements (if applicable)
Resources required to achieve this Goal: Human Resources: Faculty time for curriculum review, survey design, and scheduling coordination. Financial Resources: Budget for survey tools, promotional materials, and potential curriculum development. Institutional Resources: Access to student enrollment data, scheduling systems, and curriculum mapping tools.
When resources will be required: Planning Phase: Spring 2026 (curriculum review, survey development) Implementation Phase: January 2026 onward (course grouping, scheduling adjustments) Ongoing Support: Throughout the 5-year period for refinement and communication
Faculty and/or Institutional support required: Faculty Support: Participation in curriculum review, survey analysis, and course development. Institutional Support: - Collaboration with the Office of Planning and Accountability for data and logistics. - Support from the Dean’s Office and Curriculum Committees for approval and implementation. - Assistance from Student Services and Advising to communicate changes effectively.

GOAL 3: IMPROVE DATA SKILLS

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Instructors, especially those who teach upper-level courses, are invited to think of ways to incorporate research activities that involve actual data and use of spreadsheet software into their courses.	SSR, 24
Start a departmental discussion on what portion, if any, of the 20% of class grade that is effectively at instructor's discretion could be used to promote the use of actual data and spreadsheet software.	SSR, 24
At some point in the future, after the consultation with the Dean, consider making a case for a time release to develop standardized, though not overly restrictive assignments in MS Excel that would be available to all department members.	SSR, 24
Conduct a departmental discussion about a more targeted PD oriented towards promotion of this skill. Consider traditional PD funds, but also Career Enhancement Fund (CAE), 0.6% Faculty PD Fund, and time release applications for Faculty interested in spearheading PD initiatives.	SSR, 24
Upon consultation with Teaching and Learning Commons, should it still be considered appropriate, to contact BUQU and CBSY with intent to develop a third-year Data Analytics course.	SSR, 30
As it relates to ME/BAME: Develop a list of desired (by no means prescribed) PD objectives that support its Data Analytics competency using the input of the PAC, and	SSR, 46
Encourage its members to pursue those objectives within the current PD framework (e.g., 0.6% Fund, PD allocation, Education leave opportunities.)	SSR, 46
To work on integrating spreadsheet software, through future Experiential Learning and Groupwork Subcommittee as described earlier, as a way of supporting PLOs 3-6, with particular emphasis on PLO 5 in all courses, especially second-year ones (e.g. ECON 2210.)	SSR, 54
Focus on Data Skills: Incorporate courses or modules on data analysis and programming to meet market demand.	ERR, 4
A more modular approach to develop graduate studies: The report identifies interest in the development of an inter-disciplinary master's degree in Data Analytics for Business and Policy. Given the lack of a major in economics, this seems like a significant step. Developing a full master's requires resources and a fairly lengthy timeline. An alternative is to take a modular approach: develop an undergraduate specialty in data analytics, followed with a graduate certificate in analytics. Shorter, modular programming is rising in popularity and would also serve as foundational building blocks for the master's program.	ERR, 6

Action(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes
Subset A: Curriculum Integration and Instructional Practice Recommendations Addressed • Incorporate research activities using actual data and spreadsheet software into upper-level courses. • Discuss using discretionary grading components to promote data and spreadsheet use. • Develop standardized MS Excel assignments for department-wide use. • Integrate spreadsheet software to support PLOs 3–6, especially in second-year courses. • Incorporate courses or modules on data analysis and programming to meet market demand.				
Host departmental workshops to share best practices for integrating data activities.	Taiwo Aderemi, Neil Roberts, Sinisa Vujovic	Sept/26	Dec/26	
Review course outlines to identify opportunities for embedding spreadsheet-based assignments.	Taiwo Aderemi, Neil Roberts, Sinisa Vujovic	Jan/27	Dec/27	
Form a working group to draft standardized Excel assignments.	Taiwo Aderemi, Neil Roberts, Sinisa Vujovic	Jan/27	Dec/27	
Update curriculum maps to reflect data skill integration across levels.	Taiwo Aderemi, Neil Roberts, Sinisa Vujovic	Jan/27	Dec/27	

Action(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes
Subset B: Faculty Development and Support Recommendations Addressed - Conduct targeted PD discussions and explore funding options (CAE, 0.6% Fund, time release). - Develop PD objectives for ME/BAME related to data analytics. - Encourage faculty to pursue PD through existing frameworks.				
Survey faculty to assess current competencies and PD interests.	Vera Lantinova	Jan/27	Dec/27	
Create a PD roadmap aligned with ME/BAME goals and PAC input.	Vera Lantinova	Jan/27	Dec/27	
Promote PD opportunities through departmental communications.	Vera Lantinova	Jan/27	Dec/27	
Subset C: Program Development and Strategic Partnerships Recommendations Addressed Consult with Teaching and Learning Commons and explore collaboration with BUQU and CBSY for a third-year Data Analytics course. Explore modular programming for graduate studies in Data Analytics for Business and Policy.				
Initiate consultations with the Dean, Teaching and Learning Commons, BUQU, and CBSY.	Sinisa Vujovic	Sept/26	Dec/26	
Draft a proposal for a third-year interdisciplinary Data Analytics course.	Sinisa Vujovic	Jan/27	Dec/27	
Explore feasibility of modular programming (undergrad specialty + graduate certificate).	Sinisa Vujovic	Jan/27	Dec/27	
Align proposals with KPU's polytechnic mandate and strategic priorities.	Sinisa Vujovic	Jan/27	Dec/27	

Resource Requirements (if applicable)
Resources required to achieve this Goal: • Human Resources: Faculty time for curriculum development, PD planning, and interdepartmental collaboration. • Financial Resources: Funding for PD (CAE, 0.6% Fund), time release. • Institutional Resources: Support from Teaching and Learning Commons, PAC, BUQU, CBSY, and Dean’s Office.
When resources will be required: • Fall 2026: Planning phase (surveys, consultations, working groups). • Spring 2027 onward: Implementation of curriculum changes, PD activities, and course development. • Ongoing: Support for modular programming and sustained PD engagement.
Faculty and/or Institutional support required: • Faculty Support: Participation in curriculum and PD initiatives; collaboration across disciplines. • Institutional Support: ○ Endorsement from Dean’s Office and Curriculum Committees. ○ Collaboration with Teaching and Learning Commons, BUQU, CBSY. ○ Access to funding mechanisms and scheduling support.

GOAL 4: EXPAND INDUSTRY PARTNERSHIPS, EXPERIENTIAL LEARNING, AND INDIGENOUS CONTENT AND ENGAGEMENT

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
To task the future Experiential Learning and Groupwork Subcommittee with investigating opportunities to establish industry and stakeholder connections with possible Indigenous partners. In doing so, it could rely on the existing resources within MSB and KPU. (This is a short-term goal; implementation is the medium-term goal.)	SSR, 43
To, upon the completion of the Time Release, and with the input of the Time Release recipient and appropriate Subcommittees, hold a department discussion to decide on one of the following paths, both couched within ECON 4900: A) A course focused on Indigenous Economic Issues in Canada B) Social Impact Study course in areas Indigenous communities show interest for.	SSR, 43
To consider striking a Curriculum Reform Subcommittee whose purpose would be to guide and keep track of changes and implications to courses affecting all Economics courses. The Subcommittee could be headed by the Economics representative in the MSB Curriculum Committee. It would have the general purpose of producing a report on how to strengthen the coverage of Common Resources, Natural Monopolies and Public Goods.	SSR, 43
To solicit the interest of department members for a Time Release to study the recent economic scholarship in the area of Common Resources and Indigenous economic practices. This would also involve liaising with representatives of Indigenous communities.	SSR, 43
To change the Curriculum Map to include the application of PLO 5, at least in ECON 3100 and 3150.	SSR, 54
Enhance Experiential Learning: Develop more applied courses and opportunities for industry projects. Given the low numbers in upper-level courses, experiential learning may benefit from an inter-disciplinary approach, working with other program areas. Economics is a good foundation for students entering a broad range of industries and occupations, particularly those requiring data analysis skills and practical analytical tools (e.g., Excel). The student would benefit from a mapping into various professions and industries that would allow the use of those skills. A multi-disciplinary approach to internships, capstones, or major course projects with this approach may make it more manageable to develop a strong work integrated learning model.	ERR, 4
Increase Indigenous Content: Expand curriculum to include indigenous economic practices and establish connections with indigenous communities. In particular, land management, forest practices and environmental issues. If there is a desire to shift focus from micro-level topics to broader social and governmental issues, efforts should be aligned with similar initiatives already underway within the business school. The school is increasingly prioritizing not only Indigenization but also a range of social issues, including the UN Sustainable Development Goals	ERR, 4

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
(UNSDGs). This direction is further reflected in the launch of a new course on nonprofit entrepreneurship and the establishment of the Social Innovation Incubator, both of which signal a growing commitment to socially driven initiatives.	
Integrating a capstone or projects course to enhance experiential learning: As referenced earlier, there is potential for grouping courses by theme. This can also be applied to the development of experiential learning. A topics course that is linked to a projects course could allow for an integrated approach to experiential learning. More experiential learning in a topics course can be expected to lead to better results in a projects course. This is an area where an active and engaged PAC can make significant contributions.	ERR, 7

Action(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes
Subset A: Indigenous Engagement and Curriculum Development Recommendations Addressed • Task the Experiential Learning and Groupwork Subcommittee with exploring Indigenous partnerships. • Develop a new course within ECON 4900 focused on Indigenous Economic Issues or Social Impact Studies. • Solicit interest for a Time Release to study Indigenous economic scholarship and liaise with Indigenous communities. • Expand curriculum to include Indigenous economic practices and align with broader social initiatives (e.g., UNSDGs, Social Innovation Incubator).				
Form the Experiential Learning and Groupwork Subcommittee with a mandate to explore Indigenous partnerships.	Shauna McAuley-Bax, Mohammad Akbar	Jan/26	May/26	
Consult with Indigenous Services and community representatives to co-design course content.	Shauna McAuley-Bax, Mohammad Akbar, Kabeer Muhammad	Jan/26	Dec/26	
Draft proposals for new or revised courses (e.g., ECON 4900 variants).	Shauna McAuley-Bax, Mohammad Akbar, Kabeer Muhammad	Jan/26	Dec/26	

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Action(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes
Align efforts with MSB's social innovation initiatives and KPU's Indigenization strategy.	Shauna McAuley-Bax, Mohammad Akbar, Kabeer Muhammad	Jan/26	Dec/26	
Subset B: Experiential Learning and Industry Collaboration Recommendations Addressed - Integrate capstone or project-based courses to enhance experiential learning. - Enhance experiential learning through applied courses and interdisciplinary collaboration.				
Identify existing courses suitable for integration with capstone or project-based components.	Azadeh Khoshaien, Rabia Aziz	Jan/27	Dec/27	
Map student skills to industry needs and potential career pathways.	Azadeh Khoshaien, Rabia Aziz	Jan/27	Dec/27	
Engage PAC and industry partners to co-develop project opportunities.	Azadeh Khoshaien, Rabia Aziz	Jan/27	Dec/27	
Pilot interdisciplinary experiential learning models (e.g., joint projects with other departments).	Azadeh Khoshaien, Rabia Aziz	Jan/27	Dec/27	
Evaluate and refine based on student and partner feedback.	Azadeh Khoshaien, Rabia Aziz	Jan/27	Dec/27	
Subset C: Curriculum Oversight and Strategic Reform Recommendations Addressed - Strike a Curriculum Reform Subcommittee to track changes and strengthen coverage of Common Resources, Natural Monopolies, and Public Goods. - Update the Curriculum Map to reflect application of PLO 5 in ECON 3100 and 3150.				
Establish the Curriculum Reform Subcommittee, led by the MSB Curriculum Committee representative.	Kabeer Muhammad, Neil Roberts	Jan/26	May/26	

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Action(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes
Conduct a curriculum audit to identify gaps and opportunities for thematic integration.	Kabeer Muhammad, Neil Roberts	Jan/26	Dec/26	
Revise course outlines and curriculum maps to reflect updated learning outcomes.	Kabeer Muhammad, Neil Roberts	Jan/27	Dec/27	
Produce a report with recommendations for curriculum enhancement and alignment with institutional goals.	Kabeer Muhammad, Neil Roberts	Jan/27	Dec/27	

Resource Requirements (if applicable)
Resources required to achieve this Goal: • Human Resources: Faculty time for subcommittee work, curriculum development, and stakeholder engagement. • Financial Resources: Time release funding, support for course development, event hosting, and community engagement. • Institutional Resources: Collaboration with Indigenous Services, PAC, MSB Dean's Office, and Teaching and Learning Commons.
When resources will be required: • Spring 2026: Planning phase (subcommittee formation, consultations, Time Release applications). • Spring 2026 onward: Curriculum development, partnership building, and experiential learning implementation. • Ongoing: Support for course delivery, evaluation, and refinement.
Faculty and/or Institutional support required: • Faculty Support: Participation in subcommittees, curriculum development, and experiential learning initiatives. • Institutional Support: ○ Endorsement from Dean's Office and Curriculum Committees. ○ Collaboration with Indigenous Services, PAC, and Teaching and Learning Commons. ○ Access to funding mechanisms and scheduling support.

GOAL 5: STRENGTHEN CURRICULAR DESIGN AND INSTRUCTIONAL PRACTICES TO ENHANCE STUDENT SUCCESS AND RETENTION

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Engage in department-wide dialogue regarding recent developments and issues related to the use of LLMs and other academic integrity issues.	SSR, 19
To consider including a recommendation to join Toastmasters in course presentations for all courses that involve student presentations.	SSR, 20
Investigate whether reading comprehension can be fostered in second-year classes in a non-intrusive way.	SSR, 22
Consider applying practices of Cooperative Learning (e.g. assigning roles as Asker, Presenter, Recorder, Timer) for in-class exercises and tying those exercises to assigned readings.	SSR, 23
Conduct a department-wide dialogue on how to incorporate the abundant online content from the lockdown period into in-class groupwork.	SSR, 23
To consider striking the Experiential Learning and Groupwork Subcommittee. One of its functions could be to develop the standard language outlining expectations from individual students in order to avoid the free rider problem and other groupwork issues. After consultation with the Dean, we feel this may be achieved through a time release for the member leading the Subcommittee.	SSR, 26
To consider communicating the typical expected number of hours of study per week in Economics courses, as well as information about Learning Centres in course presentations.	SSR, 27
To ask Teaching and Learning Commons for help and guidance in reforming our Curriculum Map in a way that will provide ME/BAME with more than one unique PLO, while keeping an eye on laddering from AADE into ME/BAME.	SSR, 30
To work with Teaching and Learning Commons on finding ways to address the issue of the difficulty in transitioning from developing to applied alignment for existing and new PLOs.	SSR, 30
Conduct a departmental discussion to explore the possibility of relying on in-class groupwork that involves take home preparation, but in class discussion.	SSR, 38
Should department be in favour of such a direction, task the future Experiential Learning and Groupwork Subcommittee with coming up with recommendations for implementation of the in-class groupwork strategy.	SSR, 38
With input from the department members, especially those teaching upper-level courses, future Experiential Learning and Groupwork Subcommittee should come up with recommendations on how to include quality of presentations in course assessment schemes.	SSR, 57
To conduct a thorough and open departmental discussion regarding the differences between Faculty and Student perceptions of assessments.	SSR, 61

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Have a departmental discussion on a possible adoption of Study Guide recommendations.	SSR, 66
Conduct an additional survey regarding library use, clearly specifying that the use of online library catalogue constitutes library use.	SSR, 66
Have a discussion among Faculty teaching upper-level courses regarding a possible mandatory Library orientation.	SSR, 66
Develop a systematic approach to educating students on available resources: Feedback from faculty suggests efforts are made at the course level to increase student awareness of university resources. However, these efforts seem somewhat fragmented and not consistent. Students should be encouraged to take advantage of the special access they enjoy to research data and support resources. For example, Statistics Canada charges private citizens for data files, but universities have site licenses. Further, there are journal databases available in the library that give students better access than using tools like Google Scholar. There could be benefit from a strategic approach as to “when” and “where” this information is delivered to the students.	ERR, 8

Action(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes
Subset A: Academic Integrity and Communication Skills Recommendations Addressed - Engage in department-wide dialogue on LLMs and academic integrity. - Recommend Toastmasters participation for courses involving student presentations. - Include quality of presentations in course assessment schemes.				
Organize a departmental forum to discuss LLMs, AI tools, and academic integrity.	Rabia Aziz	Jan/26	Dec/26	
Develop guidelines for integrating Toastmasters or similar resources into course presentations.	Rabia Aziz	Jan/27	Dec/27	
Review and revise assessment rubrics to include presentation quality criteria.	Rabia Aziz	Jan/27	Dec/27	

Action(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes
Subset B: Reading Comprehension and Cooperative Learning Recommendations Addressed - Investigate fostering reading comprehension in second-year classes. - Apply Cooperative Learning practices in in-class exercises. - Explore in-class groupwork with take-home preparation. - Task the Experiential Learning and Groupwork Subcommittee with implementing groupwork strategies. - Strike the Experiential Learning and Groupwork Subcommittee to address groupwork challenges.				
Form the Experiential Learning and Groupwork Subcommittee to lead groupwork strategy development.	Neil Roberts	Jan/26	May/26	
Pilot reading comprehension strategies in selected second-year courses.	Neil Roberts	Jan/28	Dec/28	
Design and test groupwork formats that balance preparation and in-class collaboration.	Neil Roberts	Jan/28	Dec/28	
Subset C: Curriculum Mapping and Learning Outcomes Recommendations Addressed - Reform Curriculum Map to provide ME/BAME with unique PLOs. - Address challenges in transitioning from developing to applied alignment for PLOs. - Incorporate online content from the lockdown period into groupwork. - Discuss adoption of Study Guide recommendations.				
Collaborate with Teaching and Learning Commons to revise the Curriculum Map.	Sinisa Vujovic	Jan/28	Dec/28	
Identify and address gaps in PLO alignment across courses.	Sinisa Vujovic	Jan/28	Dec/28	
Integrate relevant online content into course activities and groupwork.	Sinisa Vujovic	Jan/28	Dec/28	

Action(s) Required to Achieve this Goal	Led by	Proposed Start Date (M/YY)	Proposed Completion Date (M/YY)	Notes
Review and adopt Study Guide recommendations to support student learning.	Sinisa Vujovic	Jan/28	Dec/28	
Subset D: Student Support and Resource Awareness Recommendations Addressed - Communicate expected study hours and Learning Centre resources. - Conduct a survey on library use. - Discuss mandatory library orientation for upper-level courses. - Develop a systematic approach to educating students on available resources. - Discuss differences in faculty and student perceptions of assessments.				
Standardize messaging about study expectations and support services in course presentations.	Neil Roberts, Mohammad Akbar, Rabia Aziz	Jan/28	Dec/28	
Conduct a library use survey and analyze results to inform resource promotion.	Neil Roberts, Mohammad Akbar, Rabia Aziz	Jan/28	Dec/28	
Explore feasibility of mandatory library orientation for upper-level students.	Neil Roberts, Mohammad Akbar, Rabia Aziz	Jan/28	Dec/28	
Create a resource awareness strategy that includes timing and delivery methods.	Neil Roberts, Mohammad Akbar, Rabia Aziz	Jan/28	Dec/28	
Facilitate a departmental discussion on assessment perceptions and alignment.	Neil Roberts, Mohammad Akbar, Rabia Aziz	Jan/28	Dec/28	

Resource Requirements (if applicable)
Resources required to achieve this Goal: • Human Resources: Faculty time for subcommittee work, curriculum review, and instructional development. • Financial Resources: PD funding, survey tools, and resource development. • Institutional Resources: Support from Teaching and Learning Commons, Library Services, and Student Services.
When resources will be required: • Spring 2026: Planning phase (subcommittee formation, consultations, survey design). • Spring 2028 onward: Implementation of instructional strategies, curriculum updates, and resource awareness initiatives. • Ongoing: Support for evaluation, refinement, and student engagement.
Faculty and/or Institutional support required: • Faculty Support: Participation in instructional development, curriculum mapping, and student support initiatives. • Institutional Support: ○ Collaboration with Teaching and Learning Commons, Library Services, and Student Services. ○ Endorsement from Dean’s Office and Curriculum Committees. ○ Access to survey tools, PD funding, and communication platforms.



Economics Quality Assurance Plan

PLAN SUPPORTED BY: *The Provost and Dean recommend the Economics program’s Quality Assurance Plan for consideration by the SSCPR.*

Provost’s Name

Provost’s Signature

Date

Alia Somji
Dean’s Name


Dean’s Signature

March 27, 2026
Date

FERGAL CALLAGHAN
Name of SSCPR Chair/Vice Chair

Fergal Callaghan
SSCPR Chair/Vice Chair Signature

February 9th, 2026
Date approved by SSCPR: