Quality Assurance Process Audit
Institution Report

October 2020

UNIVERSITY
OF THE
FRASER VALLEY

Our vision

UFV will be known as a gathering place for learners, leaders, and seekers. We will pursue diverse pathways of scholarship, leading to community connection, reconciliation, and prosperity, locally and beyond.

Our mission

Engaging learners, transforming lives, building community.

Our values

Integrity | letse o sqwelewel
Inclusivity | lexwsq'eq'ostexw
Community | st'elt'elawtexw
Excellence | ey shxweli

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1. UNIVERSITY OF THE FRASER VALLEY PROFILE

a) Student Enrolment

	Undergraduate	Graduate	Degree Programs	Non-Degree Programs
Full-time Equivalent (FTE)	9,354	90	4,576	4,868

Data Notes:

Total FTEs for FY 2019/20 = 9,444. This includes UFV international FTEs.

Undergraduate FTEs includes the following:

Program Level	FTEs
CR	7,936
VO	933
DV developmental	295
ZE (CTYP credit type: none)	190
Total	9,354

Degree programs only includes bachelor's degrees, not associate degrees.

b) Campus Locations

The University of the Fraser Valley is located on the traditional territory of the Halq'eméylem-speaking Stó:lō peoples. We express our gratitude and respect for the honour of living and working in S'olh Temexw (Our Land; Our World).

UFV has locations in four Fraser Valley communities, with campuses in Abbotsford, Chilliwack, and Mission, as well as a centre in Hope. During 2018/19, 64.1% of FTEs were generated at UFV's main campus in Abbotsford, 20.5% at the Canada Education Park (CEP) campus in Chilliwack, while the remaining 15.4% were online or at our other campus locations.

The Abbotsford campus is UFV's main campus with five large buildings dedicated to classrooms, labs, offices, and administration. The campus also features the Peter Jones Learning Commons, which houses the Library and Teaching and Learning Centre; University House, which accommodates the South Asian Studies Centre; the Envision Athletics Centre, the Baker House student residences; and the Student Union Building. Programs based primarily at the Abbotsford campus include Arts (Humanities and Social Sciences), Sciences, Professional Studies, Upgrading and University Preparation, the School of Business,

the School of Creative Arts, the School of Criminology and Criminal Justice, and the School of Land Use and Environmental Change. The university also has two smaller centres in Abbotsford: the Clearbrook Centre located in the Clearbrook Public Library provides Continuing Education and Applied Business Technology programs; and the UFV Aerospace Centre located at the Abbotsford Airport provides facilities for the Aircraft Structures Technician program. UFV also provides programs in Upgrading and University Preparation at both the Abbotsford and Chilliwack campuses.

The Chilliwack campus is located in the Canada Education Park and includes the Trades and Technology Centre, Agriculture Centre of Excellence, and the CEP A Building with classrooms, computer and science labs, dental clinic, nursing stations, library, human performance lab, and the Indigenous Gathering Place. Programs based primarily at the Chilliwack campus include Health Sciences (Nursing, Dental, Health Care Assistant, and Kinesiology), Trades and Technical offerings, and Agriculture.

UFV's Mission campus is located in the Heritage Park Centre, and is home to the Graphic and Digital Design program, as well as offering some continuing studies and academic courses.

The Hope Centre serves the local community by offering upgrading and continuing education courses, and providing student services, such as registration, fee payment, computer support, and library requests.

c) Program Offerings

Total number of credential programs offered by credential level

Credential Type	# of Programs
Master's Degree	3
Graduate Diploma	1
Graduate Certificate	4
Post-degree Certificate	1
Baccalaureate Degree	19
Associate Degree	2
Post-diploma Certificate	1
Diploma	19
Certificate	65
Apprenticeship	6
Short Certificate	8
Developmental Credential	8
Total	137

Fraser Valley India Education (FVI) offers pathway programs at its location in Chandigarh, India in partnership with UFV and GGD SD College. Current programs are:

- Undergraduate pathway programs that lead to a Bachelor's degree at UFV in the areas of Business Administration (leading to a Bachelor of Business Administration degree), Liberal Arts (leading to a Bachelor of Arts degree) and Computer Information Systems (leading to a Bachelor of Computer Information Systems)
- Global Management Pathway: UFV Management Post-Baccalaureate Certificate leading to Masters options in Canada

d) Impact of UFV's mandate on its quality assurance mechanisms

Founded as Fraser Valley College in 1974, the University of the Fraser Valley received university status in 2008. Defined as a special purpose, teaching university by the University Act, UFV serves the Fraser Valley region, providing academic, career, technical, trade and adult basic education programs leading to certificates, diplomas, and baccalaureate and masters degrees. The mandate includes maintaining applied research and scholarly activities to support UFV's programs. In July 2013, UFV was approved for Exempt Status up to the Baccalaureate level.

The University Act established UFV's bicameral governance structure, with the Board of Governors responsible for the property, revenue, and business affairs of the university, and the Senate responsible for policies concerning academic matters. Recognizing these elements of shared governance, the UFV Board of Governors Policy Direction on University Educational Directions and Planning establishes that the "curricula, educational integrity, and educational support of courses and programs" are the responsibility of the Senate.

In undertaking responsibility for academic matters and quality assurance, the UFV Senate has established policies on developmental, undergraduate, and graduate curriculum and program development; program suspension and discontinuance; review of academic programs; criteria for awarding credentials; admissions; and academic credentials. These policies take into account the range of UFV's academic programming; reflect the university's regional mandate; and set out the roles of Faculties, Senate and Senate Standing Committees in the university's quality assurance processes and procedures.

Another key element in planning and decision-making are UFV's Vision, Mission, and Values. The university's strategic directions are currently being renewed through an integrated strategic planning process led by UFV's Provost. The resulting plan will articulate UFV's aspirations, and guide future directions. UFV's quality assurance policies and procedures ensure that academic programs are developed, reviewed and renewed in the context of the university's mandate and strategic directions.

2. QUALITY ASSURANCE POLICY AND PRACTICE

UFV is mandated as a regional university to deliver primarily undergraduate education. Our Program review policy and processes are designed to ensure our undergraduate programs (degree programs, diplomas and certificates) are reviewed every seven to eight years. UFV reviews its graduate-level programs in association with relevant undergraduate-level degrees. UFV also offers developmental programs in Upgrading and University Preparation which are similarly reviewed on a seven to eight-year cycle.

The internal process of program review (through the self-study) gauges how faculty scholarship and professional development inform teaching and continue to be a foundation for ensuring that programming is up to date, specifically through section 6 of the self-study, which is focused on "adequate and effective utilization of resources" for program delivery and curricular improvement. The Academic Program Review Unit Handbook clearly instructs units to consider "issues such as number and expertise of the faculty and staff, [and] whether workload allocation supports student success," as well as "administrative policies and practices of the unit" that may affect delivery of programs (p. 7). To address these requirements, the self-study reports produced by UFV units typically include a summary of faculty scholarship, where faculty scholarship directly ties to their teaching (including, but not limited to those who contribute to the scholarship of teaching and learning), and how the unit's human resources are utilized to support programming and curricular review.

The Handbook's section 3 (Alignment with Institutional Learning Outcomes) explicitly asks units to examine how their academic programs deliver on their and UFV's learning outcomes. The UFV's Handbook to Accompany Guiding Principles for Quality Curriculum specifically asks units to consider how "assessments tools are designed to measure the students` achievement of the outcomes" (p. 2), and to ensure that course-level assessment indeed measures achievement of the program outcomes.

To assess and measure student progress, UFV's Institutional Research office provides units with a data book of performance indicators that includes annual enrolments, student retention, graduation rates and completion times. Units also assess student satisfaction levels using the student outcomes surveys published by the Ministry of Advanced Education, Skills and Training, including the Baccalaureate Graduates Survey (BGS) and Diploma, Associate Degree, and Certificate Students Outcomes survey.

3. SELF-EVALUATION APPROACH

The University of the Fraser Valley created two groups to oversee and coordinate the QAPA:

> The Way-Finders: an advisory committee made up of senior administrators and faculty who have roles and responsibilities related to quality assurance;

> The Paddlers: a working group composed of administrators and staff directly responsible for supporting and facilitating UFV's quality assurance processes for program review and new program development.

The naming of the two groups was proposed by UFV's Senior Advisor on Indigenous Affairs, Shirley Hardman, as a way to encourage Indigenous perspectives in our approach to the audit. The membership was proposed by the Associate Director, Program Development and Quality Assurance, and decided in consultation with the Vice-Provost and Associate Vice-President, Academic, and UFV's Senior Academic Leadership Team.

The Way-Finders include:

- Peter Geller, Vice-Provost and Associate Vice-President, Academic
- Bruce Kirkley, Associate Director, Program Development and Quality Assurance
- Shirley Hardman, Senior Advisor, Indigenous Affairs
- Al Wiseman, University Secretary
- Maureen Wideman, Associate Vice-President, Teaching and Learning
- Garry Fehr, Associate Vice-President, Research, Engagement and Graduate Studies
- Vlad Dvoracek, Associate Vice-President, Institutional Research and Integrated Planning
- Sylvie Murray, Associate Dean, College of Arts
- Mary Saudelli, Associate Dean, Faculty of Professional Studies
- Samantha Pattridge, Chair, Undergraduate Education Committee
- Nicola Mooney, Chair, Graduate Studies Committee
- Emilio Landolfi, Vice-Chair, Academic Planning and Priorities Committee
- Heidi Cain, Facilitator, Program Review
- Sumitra Robertson, Assistant, Program Development and Quality Assurance

The Paddlers include:

- Peter Geller, Vice-Provost and Associate Vice-President, Academic
- Bruce Kirkley, Associate Director, Program Development and Quality Assurance
- Sylvie Murray, Associate Dean, College of Arts
- Vlad Dvoracek, Associate Vice-President, Institutional Research and Integrated Planning
- Donna Alary, Enrolment Planning Manager, Institutional Research and Integrated Planning
- Heidi Cain, Facilitator, Program Review
- Casandra Hincks, Assistant, Program Review
- Sumitra Robertson, Assistant, Program Development and Quality Assurance

The Program Development and Quality Assurance office developed plans and timelines in 2019 in preparation for the audit, and convened an initial meeting of the Way-Finders in August 2019 to review the plans. Following the Institution Briefing in June 2020, PDQA created a detailed action plan for the preparation of the institution report. The self-evaluation of the institution's quality assurance processes focused on the effectiveness of program review and program development procedures to:

a) enhance the learning environment and opportunities for students,
b) support the teaching and learning activities of academic units,
c) address the university's strategic plans and initiatives.

The development of the institution report was coordinated by the Associate Director, Program Development and Quality Assurance, with tasks distributed to all members of the Paddlers working group. The following institutional documents were consulted in the preparation of the report to ensure that the program review process reflects and supports UFV planning:

- UFV Integrated Strategic Planning Strategic Goals (2020)
- UFV Integrated Strategic Planning Foundations Document (2020)
- UFV's 2010 Strategic Plan *Changing Lives, Building Community*
- Learning Everywhere: The UFV Education Plan 2016-2020 (2016) and Annual Updates
- Institutional Learning Outcomes
- UFV Environmental Scan (December 2019)
- Institutional Planning Documents – Emerging Themes (November 2019)
- Lálém ye mestíyexw: Re-envisioning a Structure for Indigenization, University of the Fraser Valley (2019)
- Indigenizing Our Academy: Strategic Planning Indigenous Post-Secondary Education at UFV (2007)
- Beyond Local: UFV internationalization Goals, 2017-2022
- UFV Annual Accountability Reports
- Academic Program Review Unit Handbook
- Procedures for Undergraduate Program and Course Approval
- Procedures for Graduate Program and Course Approval
- Handbook to Accompany Guiding Principles for Quality Curriculum

A final draft of the institution report was circulated to all members of the Way-Finders advisory committee for consultation and feedback. The report was also submitted for review and feedback to Senate standing committees with responsibility for quality assurance processes and procedures, including the Undergraduate Education Committee, the Graduate Studies Committee, the Academic Planning and Priorities Committee, and the UFV Senate.

4. QUALITY ASSURANCE PROCESS AUDIT SELF-STUDY

4.1. Overall Process
A. Does the process reflect UFV's mandate, mission, and values?

In January 2009, soon after receiving university status in 2008, the UFV Senate and the Board of Governors adopted a new policy on Academic Program and Unit Reviews. A policy revision, including a change of title to Academic Program Reviews (Policy 189), was completed and approved in June 2016.

Cyclical program review ensures that UFV's programs continue to meet the needs of our students and our community, and are of the highest quality and standards. UFV's policy requires regular and systematic review of the objectives and delivery of all academic programs and programming, and of the academic units that are responsible for, or contribute to, their delivery. All programs are normally reviewed every seven to eight years in accordance with an institutional multi-year schedule. The Program Review office developed and maintains UFV's ten-year Schedule of Program Reviews, informed by regular consultation with deans and academic units. The schedule is updated annually and is available on UFV's Program Review website. Under exceptional circumstances, a Dean or the Provost may also request a review of a particular program or programming.

UFV sees Program Review as a central moment in an ongoing process of program monitoring and enhancement aimed at strengthening a culture of continuous improvement throughout the institution. The process involves a formative assessment of programs and programming based on quantitative and qualitative evidence, with the purpose of:

- fostering ongoing improvement of their quality;
- enhancing their contribution to the university's strategic goals, vision, mission, plans and values;
- assessing and improving alignment of program learning outcomes and curriculum with UFV's Institutional Learning Outcomes;
- achieving and maintaining high professional standards, as recognized by disciplinary and/or accrediting bodies;
- achieving and maintaining high standards of educational practices; and
- ensuring an adequate and effective utilization of resources.

The Program Review office facilitates the review process, and supports academic units by providing orientations and information on the purpose and procedures for review, liaising with deans, setting timelines, conducting surveys of students and alumnae, scheduling meetings, monitoring progress, organizing external site visits, publishing review summaries, and coordinating submission of progress reports on review action plans. The Programs Review office is a component of the Program Development and Quality Assurance office, housed within the Office of the Vice-Provost and Associate Vice-President, Academic, which in turn forms part of the Office of the Provost and Vice-President, Academic.

All program reviews follow the same process as established by the Academic Review Policy, with the procedures authorized by the Provost and Vice-President, Academic, in consultation with the Academic

Planning and Priorities Committee (APPC). The process involves a self-assessment by the academic unit followed with a site visit and assessment by an external review panel. Both assessments focus on the effectiveness of the unit's educational programs, and include evidence-based consideration of the program's responsiveness to student, labour market, and community needs. The academic unit creates an action plan in response to the recommendations of the external review panel and in consultation with their Dean, who then completes a summary report of the review findings. The Academic Planning and Priorities Committee meets in-camera to assess the full program review, including the unit's self-study, the external report, the Dean's summary report and the action plan, and provides further comment, where needed, prior to determining its recommendation on acceptance. Senate reviews the Dean's summary report and action plan in a public meeting, with all Senators having confidential access to the full review documents, and votes on acceptance of the review. Academic units and their deans are then responsible for implementation of the review's action plan. Commencing with the revision to the Academic Program Review policy in 2016, units now submit a progress report on the action plan to APPC and Senate within 12 to 18 months of Senate acceptance, as a way of ensuring transparency and accountability in following through with implementation.

For programs that require accreditation from an external body, the PDQA office, in consultation with the academic unit and dean, compares the external criteria and processes with UFV's, and seeks to coordinate both external and internal components of the review to run concurrently. In most cases, the external accreditation site visit will serve for UFV's external review as well. The unit's action plan in response to the external accreditation recommendations and the Dean's summary report are submitted to APPC and Senate for review and acceptance, with a progress report on the implementation of the action plan following within 12 to 18 months of Senate acceptance.

The implementation of program review action plans contributes to the university's ongoing integrated planning processes, both through curriculum development and enhancement, that supports institutional learning outcomes and strategic/educational planning initiatives, and through the direction and improvement of institutional resources and services as part of UFV's consolidated budget planning, capital planning, and strategic enrolment management planning.

B. Is the scope of the process appropriate?

(i) Program Review

Policy, Procedure and Process

As noted in the previous section, UFV's Academic Program Review policy (189) governs the program review process and procedures. The policy was created through extensive university-wide consultation, with review by relevant Senate standing committees, including final review by UFV's Senate Governance Committee and Senate. The policy is reviewed every five years. An extensive review was completed in 2016, and included university-wide feedback involving department heads, deans, and Senate standing committees. In addition to revisions to the policy, the Academic Program Review Unit Handbook was significantly revised in response to the feedback received. The Program Review office also updates the review handbook annually to capture any new information or procedural adjustments. Procedures in support of the policy are authorized by the Provost and Vice-President, Academic, in consultation with the

Academic Planning and Priorities Committee. The next policy review is scheduled to commence in May 2021.

The published standards and procedures for program review are set forth in the following documents, and are available on the UFV website:

- Academic Program Review Unit Handbook
- Guiding Principles for Quality Curriculum
- Developing Learning Outcomes: A Guide for the University of the Fraser Valley
- Guidelines and Procedures for Deans' Summary Reports of Program Review
- Procedure for Submission of Program Review Progress Reports

The main components of the program review process are:

1. a scope letter developed by the Dean in consultation with the academic unit that outlines the parameters of the review and identifies program or unit specific questions to be addressed;
2. a self-study by the unit delivering the program;
3. a site visit and assessment report submitted by an external review committee;
4. a report and action plan prepared by the unit and the Dean in response to the external assessment, and submitted within three months of receipt of the external report;
5. a summary of the review for public distribution;
6. a progress report on the action plan submitted by the Dean to the Provost within 12-18 months of the review.

The timelines for the process normally require 12 months from initiation of the review to submission of the external report, and a further 4 to 6 months to Senate acceptance of the review, and publication of the review's summary report and action plan on UFV's Program Reviews website. A progress report follows within 12 to 18 months of Senate acceptance.

Self-Study

The self-study by the academic unit provides for a structured, evidence-based assessment of strengths and weaknesses that focuses primarily on the design and delivery of program curriculum, and on whether learning outcomes are effectively assessed and achieved, with the overall objective of determining areas for improvement and future directions. To facilitate this assessment and ensure it's informed by sound evidence, UFV's Institutional Research office generates a detailed data book for the unit that outlines a range of performance indicators, including course enrolments, student program profiles, student demographics, grade distribution, retention rates, and graduation rates. In addition, internal surveys of current program students, program graduates, and non-program students are conducted, and Student Outcomes surveys from BCStats are consulted, to gather information on students' satisfaction with the program and their observations on program strengths, areas for improvement, and future directions.

Continuing appropriateness of the program's structure, admissions requirements, method of delivery and curriculum for the program's educational goals and standards

The self-study asks units to reflect on their history of continuing improvement by examining the status of action items from their last review, and outlining any major program revisions and/or program

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assessments (including curriculum mapping) that have been undertaken. The self-assessment includes scrutiny of program structure, curriculum, delivery methods and admission requirements in relation to educational goals and standards. As part of this process, units also consider how the program supports the university's mandate, vision, and strategic goals, with particular attention to the role of Indigenization and internationalization in the unit's overall activities.

Learning outcomes achieved by students/graduates meet the program's stated goals, the credential level standard, and where appropriate, the standards of any related regulatory, accrediting or professional association

In keeping with UFV's Quality Curriculum Principles, all programs are expected to be "outcome-driven, aligned, and intentionally designed to achieve its purpose." The core of the self-study assesses how well a program delivers on this promise, and what steps can be taken to improve on its effectiveness. This assessment includes examination of how the program's learning outcomes align with UFV's institutional learning outcomes, and with credential-level standards recognized by the Ministry. Where relevant, the unit will also review the program in relation to the standards set by regulatory, accrediting, or professional associations.

Continuing adequacy of the methods used for evaluating student progress and achievement to ensure that the program's stated goals have been achieved

A central component of the self-study involves a process of curriculum mapping, facilitated by UFV's Teaching and Learning Centre, which thoroughly investigates the alignment of program learning outcomes with course outcomes, learning activities, and learning assessments. The self-study also examines the methods used to achieve and maintain high standards of educational practice through careful review of how programs and courses meet the criteria set forth in UFV's Quality Curriculum Principles, which ensure curriculum is:

- Current, relevant, and forward-looking;
- Connected to civic and personal obligations and recognizes growth as central to learning;
- Flexible – provides varied modes of delivery, recognition of prior and alternative learning experiences, and multiple program pathways;
- Inclusive – respects and honours people's differing backgrounds, cultures, experiences, and identities as a foundation and support for each student's success. It is in compliance with human rights legislation, and reflects UFV's commitment to internationalization, Indigenization, and access.

Adequacy and effective use of resources (physical, technological, financial and human)

All reviews include an assessment of the adequacy and effective use of physical spaces, technical/technological equipment, and library resources. The unit also examines staff support and administrative operations to determine their effectiveness in meeting program needs.

Faculty performance including the quality of teaching and supervision and demonstrable currency in the field of specialization

As part of the self-study, units complete a careful study of faculty qualifications and capacity to offer their programs. The study reviews professional credentials, teaching experience, and research and/or scholarly

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activity experience, with assessment of the quality of the unit's overall teaching, based in part on teaching evaluations, and assessments of the quality of research, scholarly activity, professional development, and service. The assessments focus on alignment of faculty performance with program needs and seeks to identify opportunities to improve program delivery.

Graduate satisfaction level, student satisfaction level, and graduation rate

As noted above, a data book of performance indicators and comprehensive surveys of program graduates inform the self-assessment in all the foregoing categories, including review of enrolments, graduation rates and completion times. The Baccalaureate Graduates Survey (BGS) and Diploma, Associate Degree, and Certificate Students Outcomes survey published annually by the Ministry of Advanced Education, Skills and Training are also reviewed. Both qualitative and quantitative measurements of student/graduate satisfaction, at both the course and program levels, serve as important gauges for assessing the effectiveness of programs.

Where appropriate, the graduate employment rates, employer satisfaction level, and advisory board satisfaction level

An assessment of program graduates' preparation to meet emerging trends, community needs and/or workplace needs forms part of the self-assessment. In many cases, this assessment will be informed by the BC Student Outcomes survey on labour outcomes for UFV students, and through consultation with an advisory board or other stakeholder, including external accrediting bodies where relevant.

External Assessment

An assessment conducted by a panel that includes independent experts external to the institution. The assessment should normally include a site visit, a written report that assesses program quality and may recommend quality improvements; and an institution response to the report

UFV's Academic Program Review policy requires all programs to undergo an assessment by an External Review panel. The external review includes a site visit, usually two days in duration, and provision of a confidential External Review Report. The external panel normally consists of two faculty members from outside UFV who have expertise in the area, and one faculty member internal to UFV, but outside of the academic unit being reviewed.

Prior to the site visit, the external panel receives and reviews the academic unit's self-study along with related documents, including the Dean's scope letter, the unit's data book, student surveys, etc. During the site visit, the external reviewers will meet with the Dean, senior administrators, members of the academic unit, current students, program graduates, employers, industry representatives, advisory committees, community members, and others. The site visit provides an opportunity for the panel to examine the physical facilities and to conduct interviews with faculty, students, staff, and others who are well placed to provide informed comments about the unit and the programs.

Following the site visit, the external panel completes the External Review Report providing their observations based on their interviews and reading of documents, and makes informed recommendations on ways to improve the quality of programs. The recommendations are thematically organized to align with the standards identified in UFV's program review policies and guidelines:

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- Contribution to the University's Strategic Goals, Vision, Mission, Plans and Values
- Alignment in Institutional Learning Outcomes
- Ministry, Professional/Industry and Academic Standards
- Standards of Educational Practice
- Utilization of Resources

The academic unit reviews the External Review Report and recommendations, and then prepares a response in consultation with the Dean, including a proposed plan of action for addressing the recommendations of the report. The action plan outlines the unit's goals, strategies, and timelines for implementation.

Review Summary

Upon completion of the external assessment process, the Dean reviews the unit's response and proposed action plan, and after further consultation with the academic unit, produces a summary report with his/her comments and approval of the action plan. Once accepted by APPC and Senate, the summary report and action plan are posted publicly on UFV's Program Review website.

(ii) Program Development

The development of new programs at UFV is governed by the Undergraduate Course and Program Approval policy (21) and the Graduate Course and Program Approval policy (209), and is also guided by the framework provided in UFV's Credentials policy (64). The policies were created through extensive university-wide consultation, with review by relevant Senate standing committees, including final review by UFV's Senate Governance Committee and Senate. The policies are reviewed every five years. The undergraduate policy is currently being reviewed, with the last review completed in May 2014. The graduate policy was last reviewed in 2016, with the next review scheduled to commence in September 2021. The Credentials policy was created in 2016, updated in 2019, and is also scheduled for review commencing September 2021.

Procedures in support of undergraduate program development are administered by the University Education Committee. For the graduate programs, procedures for new programs are administered by the Graduate Studies Committee. Both processes require approval of a concept paper prior to proceeding with full program development, with the procedures for concept papers being administered by the Academic Planning and Priorities Committee (APPC). UFV also has an expedited program development process at the undergraduate level, which is contingent on a program meeting specific criteria as set forth in the policy regulations. APPC administers the procedures for expedited program development.

The process for program development involves a series of structured consultations, reviews, and approvals that give the UFV community an opportunity to examine the proposed program in terms of the quality of the curriculum, consistency of standards, attention to student needs, demand for the program, and adherence to UFV's mandate, strategic goals, priorities, and Institutional Learning Outcomes. Degree programs at both undergraduate and graduate levels must also demonstrate how the proposal meets the degree level standards established by the Ministry of Advanced Education, Skills and Training, as well as the standards and criteria for institutional mandate/capacity, social and economic benefit, system

coordination/program duplication, and student demand and outcomes, as set forth in the Ministry's Stage 1 Review for New Degree Proposals.

The Program Development and Quality Assurance office (PDQA), housed within the Office of the Vice-Provost, supports and guides faculty engaged in the development of new programs. Detailed information on the process and procedures for each type of program is provided on the PDQA website. For all programs, the first step in the process involves the formation of a program working group comprised of faculty members with teaching or research expertise in the subject area of the proposed program. The working group develops a concept paper that provides a summary of the program's goals, learning outcomes, and proposed curriculum, and also outlines how the program will address the needs and feasibility criteria identified in the previous paragraph. Concept papers are reviewed and recommended by the Faculty Council and Dean for the academic area, by the Provost in consultation with UFV's Senior Academic Leadership Team, and by the Academic Planning and Priorities Committee, with final approval resting with Senate and the Board of Governors, in keeping with UFV's bi-cameral governance structure.

Following concept paper approval, program development follows one of two paths. Degree programs must complete both a Stage 1 and Stage 2 assessment, which involves both internal and external review and approval. Non-degree programs generally require internal review and approval only, although in some cases they may also need to be posted externally to the Ministry's Post-Secondary Institution Proposal System (PSIPS) for peer review. In both cases, proposals must demonstrate how the program addresses quality curriculum principles, including alignment of program learning outcomes with course outcomes, learning activities, and learning assessments. Degree programs must also show how the program meets degree level standards at the undergraduate or graduate level, as applicable, established by the Council of Ministers of Education, Canada, and set forth in the Degree Program Review guidelines published by the Ministry's Degree Quality Assessment Board. All proposals will also address needs and feasibility criteria related to offering the program, including:

- demonstration of student demand and benefit,
- contribution to the university's mandate, vision, mission, values and strategic goals,
- evidence of employment and/or further academic opportunities for graduates,
- comparison and consultation with similar or related programs in the province,
- contribution to community and/or industry needs,
- evidence of community and/or industry consultation and support,
- demonstration of faculty expertise needed to offer the program,
- consultation with internal academic and administrative areas contributing to program delivery,
- assessment of library resources,
- assessment of administrative, technical, technological and physical resources
- requirements for admission,
- opportunities for transfer and prior learning assessment.

Once completed, program proposals are reviewed by the Faculty Curriculum Committee and, in some cases, Faculty Council. If recommended to move forward, proposals are posted for Campus Wide Consultation, which provides an opportunity for university-wide feedback. Degree program proposals are also sent out for external desk reviews by academics at other post-secondary institutions who have

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expertise in the program's subject area. Working groups respond to all the feedback received, making revisions to proposals as needed. The following Senate Standing Committees then review proposals, with each focusing on specific aspects according to their approved terms of reference:

- Undergraduate Education Committee, or Graduate Studies Committee
  - o Responsible for academic review of proposals, including meeting quality curriculum principles and degree level standards
- Senate Budget Committee
  - o Responsible for needs and feasibility review of proposals, specifically student demand, enrolment projections, program costing and resource needs
- Academic Planning and Priorities Committee
  - o Responsible for overall review of proposals, particularly contribution to university's mandate, vision, mission, values and strategic goals; system-wide coordination (comparable programs in BC); opportunities for graduates; community and industry needs and support

Senate receives the program proposal and the recommendations from the above committees, ensures all expected standards and criteria applicable to the program have been met, and moves it forward for either implementation (in the case of programs needing internal approval only), or external review by the Ministry of Advanced Education, Skills and Training.

Once approved, new programs are implemented in accordance with a standard checklist that ensures all components required for a successful launch of the program are in place prior to the start date agreed to by the academic unit, Dean, and Provost.

C. Are the guidelines differentiated and adaptable to respond to the needs and contexts of different units, e.g. faculties or departments or credential level?

UFV's policies and processes for program review and program development take into account the varied contexts of the academic units at the university as well as the range of academic programming and credentials as per UFV's mandate: academic, career, technical, trade and adult basic education programs leading to certificates, diplomas, and baccalaureate and masters degrees.

All new programs, irrespective of credential type, are required to demonstrate evidence of the following:

- Alignment with institutional goals and priorities
- Consultation internally and externally
- Consideration of comparable and related programs
- Labour market needs and graduate outcomes
- Ensuring that Institutional Learning Outcomes are met
- Student demand
- Faculty capacity
- Adequate resources and budget to support the program

At the same time, program development guidelines include separate processes and templates for degree and non-degree programs, taking into account the differing expectations for developing curriculum and the differing requirements for approval (both internal and external).

In addition to considerations for degree and non-degree programs, UFV's program development and approval processes differentiate between undergraduate and graduate credentials. UFV has separate polices governing undergraduate and graduate programs and two Senate committees – the Undergraduate Education Committee and the Graduate Studies Committee – which undertake the review and recommendation process for new programs, program revisions and course development and revision.

In terms of program review, all UFV programs are governed by the same policy and follow the same process including self-study, external review, and development of an action plan. As per the Academic Program Reviews policy, all program reviews will consider how UFV's programs can enhance their contribution to the university's strategic goals, vision, mission, plans and values and align with the university's Institutional Learning Outcomes. Program reviews will also address how academic programs at UFV achieve and maintain high standards of educational practice and high professional standards; the former is set out in UFV's Senate-approved Guiding Principles for Quality Curriculum; the latter are as recognized by the disciplinary and/or accrediting bodies of the programs.

Another integral element of UFV's program review process is the role of the Dean, in consultation with the academic unit undertaking the program review, to set the parameters of the review and identify any particular issues or questions to be addressed. As set out in the Dean's scope letter, this ensures that the program review can focus on areas specific to the academic program and underscores the intention at UFV for the academic unit to play an active role in the program review process.

D. Does the process promote quality improvement?

In terms of accountability mechanisms, the Institutional Research office produces an annual databook for each department, as well as an annual Factbook for the university, both of which inform academic unit program review. Programs with professional accreditation complete regular accountability measures as required by the appropriate external accrediting bodies. UFV's Faculty of Applied and Technical Studies runs several Trades programs which follow the accountability processes required by B.C.'s Industry Training Authority. For new program proposals, Institutional Research produces a Labour Market Outcome report, which utilizes sources including the BC Labour Market Outlook, BC Student Outcomes, and the Statistics Canada Census.

UFV also regularly takes part in surveys that ask students about their experience. Two such surveys are the National Student of Survey Experience (UFV participates every third year), and the Canadian University Survey Consortium survey. The university monitors program and institution retention rates, as well as time to graduation rates, both by time in program and time at university.

In relation to faculty scholarship and professional development, UFV provides the opportunity to permanent faculty to apply for a one-section course reduction in teaching load, annually, for research and scholarly activity. Two of the principles governing the adjudication of this fund apply directly to faculty's support of students, teaching and programming:

- Principle #1: "Faculty scholarship which provides direct and meaningful learning opportunities for UFV students will be prioritized."
- Principle #4: "Faculty scholarship which informs the university's mandate to deliver the best undergraduate education, reflects broad interdisciplinary opportunities, contributes to the scholarship of teaching and learning, and/or extends the application of the member's expertise into new areas, will be prioritized."

Criteria for a sabbatical leave (after seven years of service) include three out of six streams directly applicable to faculty teaching and programming:

- Teaching and learning project: A project of significant educational/professional value that benefits both the individual and the institution.
- Curriculum development: A course or program curriculum development project relevant to UFV's current or planned programs.
- Course or training program: Enrolment and participation in a training or educational program leading to new skills and competencies relevant to the faculty member's present or future teaching responsibilities.
- See UFV's Sabbaticals webpage for further details

UFV Teaching and Learning provides a variety of formal professional development opportunities to support faculty in their growth as teaching professionals. UFV Launch is a two-course professional development program available to new full-time faculty members. This program provides capacity to build community, learn and practice new teaching practices and theories, and engage with each other to share teaching knowledge. Teaching is highly contextual and the opportunity to share experiences with others provides an avenue to improve confidence, solve problems and develop networks. Other professional development experiences include training courses concerning pedagogy and technology, workshops, and information sessions. Understanding that one size doesn't fit all, these workshops are highly flexible, can be designed for as long or short as requested and can be focused on whatever topic the department or faculty member requires.

Teaching and Learning also provides one-on-one consultations, which are very popular with faculty. Working with a teaching and learning specialist or learning designer, individuals work closely with TLC staff to learn new tools or techniques, experiment, or design and develop new learning experiences for students. This includes personal consultations with our Indigenizing and/or Internationalization teaching specialists who assist faculty members or departments in being more inclusive in their materials, practice and resources. In addition, Teaching and Learning encourages faculty to participate in Check Under the Hood, a voluntary course review where a team of three specialists reviews the course from a variety of perspectives and makes recommendations. Teaching and Learning will also conduct classroom observations, review assignments and exams, assist in the development of teaching resources, and provide technological support.

UFV's professional development fund provides up to $1500 per year to faculty (permanent, as well as limited-term and sessional instructors) to enhance their skills and gain further knowledge related to their professional responsibilities, including (but not limited) to teaching.

Finally, with respect to learning outcomes, UFV's Senate approved Institutional Learning Outcomes in 2013, following an extensive consultation and development process that engaged students, faculty, staff and community members. UFV then developed a set of Guiding Principles for Quality Curriculum (approved by Senate in 2016) and an accompanying Handbook to assist faculty with an outcome-based assessment of their programs. The Academic Program Review Unit Handbook refers directly to these documents, and the unit's self-study specifically addresses alignments of learning outcomes to student assessment and progress at the course, program and institutional level.

UFV Assessment of 4.1 Overall Process

Program Review: Strengths

UFV has well-established policy, procedures and guidelines for program review that have been developed through university-wide consultation, and regularly reviewed and updated as needed. The Program Reviews office facilitates the work of academic units throughout the review process, providing valuable assistance and resources to ensure reviews stay on track with timelines, and are informed by sound qualitative and quantitative research.

As a teaching-intensive university, UFV has been intentional in building a vibrant student-centered culture focused on the ongoing improvement of curriculum, teaching practices, and learning experiences, which includes broad recognition of the benefit and importance of program review, and the opportunity it presents for comprehensive reflection on program strengths, areas for improvement, and future directions.

The integration of quality curriculum principles as part of the program review process supports the institution's focus on teaching excellence. With facilitation from UFV's Teaching and Learning Centre, academic units engage in a comprehensive review of their programs to ensure learning outcomes at both the program and course levels are well articulated and mapped to effective learning activities and assessments. In addition, procedures established by the Undergraduate Education Committee and the Graduate Studies Committee require all courses across the institution to be regularly reviewed at least every six years to assess and maintain the quality and currency of the curriculum, attention to student needs, and generally, adherence to UFV's mandate, strategic goals, and priorities.

Specific components of the program review self-study encourage academic units to reflect on efforts towards Indigenization and Internationalization. These reflections often prompt meaningful investigation into ways to decolonize curriculum in response to the TRC Calls to Action, and to open more space for Indigenous perspectives and approaches. Similarly, units have considered ways to support International students and perspectives more effectively in program content and learning activities. Some relevant recent examples include the program reviews for Child, Youth and Family Studies (2019); Geography and the Environment (2019); History (2019); Kinesiology (2019); Mathematics and Statistics (2018).

The program review process ensures student perspectives inform academic units' consideration of program strengths and opportunities for improvement. The Program Review office supplies units with comprehensive surveys of current program and non-program students, and program graduates. Surveys contain standard questions common to all program reviews, but are also tailored to address specific

questions relevant to a particular area. External review panels also meet with student representatives from the program, and often with alumnae as well, as a standard component of the external site visit.

Program reviews are evidence-based and informed by comprehensive statistical data supplied by UFV's Institutional Research office. Data sources used in programs reviews includes annual departmental data books, the annual UFV Factbook, BC Student Outcomes, and student surveys conducted by UFV specifically for the program review. Each of these sources is discussed earlier in this document.

The development of a ten-year master schedule facilitates planning for faculties and departments, while also allowing for flexibility. The schedule is updated annually based on consultations with deans and academic units. Deans and/or the Provost can also request a program review at any time, should circumstances merit. The annual updates to the master schedule, and the flexibility to add reviews, ensure the scheduling of reviews remains flexible and responsive to emerging issues and needs.

The program review procedures and templates were reviewed and updated in 2017 to consolidate various components of the self-study and align the categories for review across the documents produced at each stage of the review process (i.e. scope letter, self-study, external report, unit response, dean's summary, action plan, and progress report). This has greatly facilitated the workflow for all participants in the review process.

Program Review: Areas of Improvement

To date, student engagement in the program review process has consisted primarily of information gathered through surveys, analysis of quantitative data, and participation in external site visits. While these approaches have provided units with beneficial feedback and insights on the student experience, UFV is looking at new initiatives for students to participate more directly and autonomously in the review process. To this end, UFV has launched a pilot project to create a position for a Student Voices Coordinator through the university's work study program. The project seeks to engage student voices through student-led focus groups that provide safe spaces for students to express their perspectives on the quality, development and enhancement of educational programs.

UFV's Academic Program Review policy provides for the external accreditation of professional school(s) or program(s) to serve as a component of program review, at the discretion of the Provost and Vice-President, Academic. Since the criteria related to external accreditations do not necessarily address all the areas required by internal review, the coordination of the two processes can prove challenging. To facilitate this work, in 2018, the Program Development and Quality Assurance office identified the programs across the institution that require external accreditation and initiated conversations with relevant areas to begin the process of comparing external and internal requirements. This work is ongoing, with comparisons being addressed as these programs come up for review during the current review cycle. The Program Review office has also accommodated the coordination of external and internal review in the ten-year master schedule.

The current review process is geared primarily towards the review of academic degree programs, yet UFV has numerous short programs and non-degree programs for which some of the criteria and the overall scope of the existing process are not necessarily applicable. Currently, the dean's scope letter can be used to address program specific needs; nonetheless, the Program Development and Quality Assurance office

plans to investigate whether it would be beneficial to develop distinct review processes for these kinds of programs. For example, the review of developmental programs in Upgrading and University Preparation and of some programs in Applied and Technical Studies might benefit from a process more tailored to the specific needs of these areas.

In addition to the review of individual programs within a degree as part of the program review process, discussion is taking place regarding the potential of regularly reviewing the overall framework of a full degree from a quality assurance perspective. UFV has undertaken some substantive review and revision of full degrees in recent years, notably the extensive revisions to the frameworks for the Bachelor of Arts and the Bachelor of Integrated Studies. Currently there is not a full degree review cycle and procedures for all degrees offered by the university. If developed, this process would be distinct from academic program review at the disciplinary level. It could employ a different framework to provide a balanced examination of the overall structure and purpose of degree requirements in relation to such criteria as: meeting degree level standards; addressing institutional mandate, learning outcomes, and strategic plans; providing benefits to students, including educational and occupational opportunities; meeting community, professional and industry needs; responding to emerging trends in post-secondary education and in society as a whole.

Following on the above, current program review practice at UFV is primarily focused on programs within disciplinary academic units. While units will address programming in relation to the wider context of institutional mandate, learning outcomes, strategic plans, and look at related programs offered by other departments, there could be value in a broader institutional assessment of the overall programming mix across disciplines and faculties. Such a comprehensive assessment could serve to better determine the responsiveness of university programming in meeting post-secondary educational standards, as well as social, economic, regional and student needs. The assessment could also help to ensure balance in the programs offered institutionally, identify redundancies, and reveal opportunities for development of innovative interdisciplinary programs and strategies. There is the opportunity to investigative the creation of frameworks for both full degree reviews and comprehensive assessment of programming as part of the upcoming review of the Academic Program Review policy scheduled for 2021.

While a strength of UFV's review process is well-developed policy, procedures and guidelines, there may be some benefit in finding ways to streamline and simplify certain components of the process. Over the years, beneficial additions have been made, yet the accumulative effect has tended to increase the workload for academic units. The 2021 review of the Academic Program Review policy presents an opportunity to investigate places where the process might be revised to make the program review workflow more efficient. For example, in the template for the academic unit's self-study, the review of curriculum and educational practice is addressed in three different sections: 3. Alignment with Institutional Learning Outcomes; 4. Ministry, Professional/Industry and Academic Standards (particularly, 4.d Description of curriculum; 4.f Assessment of meeting degree level standards; 4.h Curriculum mapping; 4.i Effectiveness of learning outcomes); and 5. Standards of Educational Practices based on UFV's Principles for Quality Curriculum. While each of these sections represent somewhat different perspectives on curriculum and educational practice, consolidating the components into a more coherent framework might facilitate the ability of academic units to recognize areas of strength and identify areas needing improvement.

Committee review of program reviews is currently included as an in-camera addition to regular meetings of the Academic Planning and Priorities Committee. The in-camera session focuses solely on the program review, and will often generate valuable comments and suggestions; nonetheless, committee members are often dealing with multiple items in the overall meeting agenda, which can make it challenging for all members to give the review findings as full consideration as would be beneficial. Program reviews might be better served by the development of a sub-committee of APPC (or a joint-subcommittee with representation from APPC, UEC and GSC), with specific responsibility to conduct a more fulsome review of program reviews, perhaps providing feedback at several defined points during the review process, and then submitting their comments and recommendations on the completed review to the APPC as a whole. Here again, the policy review scheduled for 2021 will provide the opportunity to investigate a revised approach to committee review of program reviews.

Program Development: Strengths

UFV has established clear procedures and guidelines for the development and approval of new programs. The Program Development and Quality Assurance (PDQA) office oversees the development process for all new program proposals across the university, and provides support and guidance for program development teams to demonstrate how proposals meet required standards and criteria for program need, feasibility, and quality curriculum. The PDQA office also facilitates the progression of new program proposals through both internal and external approvals, ensuring all comments and recommendations for revisions are effectively addressed.

Program development at UFV engages the resources of the university's Teaching and Learning Centre and Institutional Research Office to ensure programs are designed in accordance with quality curriculum principles that deliver effectively on well-defined learning outcomes, and are informed by clear evidence of student demand and labour market needs.

In 2020, UFV implemented a revised internal process for program development and approval that aims to realize the benefits of UFV's exempt status up to the baccalaureate level by aligning development more clearly with the Stage 1 standards and criteria established by the AEST/DQAB in 2015. The new process ensures the information gathered as part of the Stage 1 process, related to institutional mandate and capacity, social and economic benefit, system coordination, and student demand, will be rigorous, evidence-based, and foundational to the design of new degree programs.

Program development at UFV has played an important role in advancing the university's Indigenization goals. In recent years, the university has developed several Indigenous programs, including a major and minor in Indigenous Studies as part of the BA, and diplomas and certificates in Stó:lō Studies, Indigenous Arts, Aboriginal Culture and Language Support, Halq'eméylem, and Indigenous Maps, Films, Rights and Land Claims. Specific components of the program development process, such as addressing the institution's strategic plans and priorities, also encourage program working groups to engage in meaningful reflection and action on how new academic programs might incorporate Indigenous perspectives and ways of knowing.

The implementation of an expedited program development and approval process at the undergraduate level has proven to be a very beneficial in allowing the flexibility to respond efficiently to emerging opportunities. The expedited process ensures quality assurance standards and criteria are fully addressed,

while also providing a framework for timely review and approval of program proposals by Senate standing committees, in keeping with university governance and policy. Programs approved for expedited development need to meet clear criteria related to funding opportunities, sustainability, feasibility, and consistency with institutional mandate, strategic goals, and priorities. The expedited process recently allowed the university to respond effectively in meeting the implementation targets for two new programs approved for Tech Expansion funding from the Ministry of Advanced Education to create new programs in digital technology.

Program Development: Areas for Improvement

The PDQA office has noted that program development and approval would benefit from the creation of clearer definitions and guidelines on program types. UFV's Credentials policy outlines the credit ranges for certificates, diplomas, and degrees, and the Academic Calendar provides general definitions, including minimum credits required, for more specific program types such as minors, majors, and concentrations. Nonetheless, more precise definitions and credit ranges for what constitutes a minor, major, concentration or other program type, would facilitate the work of program developers in determining the standards and scope appropriate to the design of their programs. Starting in 2020/21, the PDQA office plans to consult with the Undergraduate Education Committee, Graduate Studies Committee, and the Registrar's Office to develop clearer definitions and guidelines for program types, with the aim of making these available for the university community no later than 2022.

Similar to the above point, the PDQA office has also initiated conversations with the Registrar's Office to develop guidelines on the best practices for determining entrance requirements for admission to programs. This information will facilitate the work of program developers, and committee review of this component of program proposals. Here again, 2022 seems a reasonable goal for making guidelines available.

Currently, student perspectives on new program proposals are primarily gathered through in-class surveys and anecdotal observations, supplemented by quantitative data on enrolments and student satisfaction. Commencing in 2019, the PDQA office began investigating ways to engage student voices in more direct and meaningful ways as part of the program development process. To this end, the pilot project to hire a Student Voices Coordinator through UFV's work study program will include organizing focus groups with prospective and interested students for selected programs currently in development in order to solicit their perspectives on how program content and outcomes might best serve their future goals.

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4.2 REVIEW FINDINGS

A. Were the responses to the sample program review findings adequate?

Commencing with the revision to the Academic Program Reviews policy in 2016, academic units submit a progress report to their Dean within 12 to 15 months of Senate acceptance of the review action plan. The progress report speaks to each item in the unit's action plan, identifies specific progress completed to date, and outlines the plans for addressing items going forward. The Dean reviews the progress report, consults with the academic unit as needed, and then submits to the Provost within 15 to 17 months from Senate acceptance. The Provost reviews, consults with the Dean and academic unit as needed, and then submits the progress report for information to the Academic Planning and Priorities Committee and to Senate. Once this process has completed, the progress report is posted publicly on the Program Review website.

Prior to the 2016 policy revision, responsibility for following-up on progress made toward implementation of review action plans rested with Deans and academic units, and the submission of progress reports for wider institutional review was not required.

B. Does the process inform future decision-making?

Where program review findings identify the need for a program to improve its alignment with the institution's current mission, goals and long-range plan, this will be captured in the action plan that is provided to the APPC and Senate. The action plan goals are implemented in various ways at the departmental and faculty level, including the course and program revision process, departmental and faculty planning and budgeting, department head selection procedures, and program suspension and discontinuance, where needed.

At the institutional level, the program review process and accompanying recommendations inform several planning processes. Institution-wide plans that incorporate program reviews include the Enrolment Plan that sets targets for FTEs by department, and by fee type; the five-year Capital Plan that includes space planning for programs; and the Budget Plan that determines annual budgets for departments and faculties. Other plans that also reflect on program reviews are the Indigenization Plan and the Internationalization Plan.

As previously noted, the Academic Program Review policy provides that "a progress report on the action plan [be] submitted by the Dean to the Provost within 12-18 months of the review." The progress report is also presented to the Academic Planning and Priorities Committee and to Senate. The progress report serves to inform and ensure that the results of the program review are addressed and acted upon institutionally.

C. Are the review findings appropriately disseminated?

All documents related to academic program review, including the self-study, external assessment, unit response, Dean's summary report and action plan are made available internally to all members of Senate and the Academic Planning and Priorities Committee. The Dean's summary report, which includes the unit's action plan, is also disseminated to the university at large and the wider community, through posting to the Program Review website. As noted above, progress reports on review action plans are also made publicly available on the website.

In accordance with the UFV Board of Governors Policy Direction on University Educational Directions and Planning (BDP-202), the Provost and Vice President Academic provides an annual Program Report and Plan to Senate and the Board, that outlines all program reviews conducted during the year and reports on the status of all new programs currently in development. Once approved by the Board of Governors, annual reports are posted publicly on the Office of the Provost and Vice-President Academic website.

UFV Assessment of 4.2 Review Findings

The institution has a follow up process for internal program reviews and acts in accordance with it.

Strengths

Guidelines and procedures for the submission of the dean's summary reports and progress reports were implemented in 2019 and 2020 respectively to provide more clarity and to facilitate the workflow for faculties and academic units. To date, the procedures for summary reports have proven effective in keeping the review work on track. Progress report procedures have only recently been introduced, but early indications are that the clearer timelines and procedures are advancing the ability of faculties and units to address the progress made on action plans in a more timely and coherent way.

Areas for Improvement

Prior to 2016, follow-up on the progress made toward meeting goals set forth in action plans was left to faculties and academic units. An overall assessment of progress on goals from a previous review also forms part of an academic unit's self-study. Commencing 2016, progress reports on action plans now need to be submitted for review by the Dean, the Provost, the Academic Planning and Priorities Committee, and Senate. This review allows for greater transparency and accountability, with the objective of assisting units to stay on track with meeting their action plan targets. To facilitate this work, the Program Development and Quality Assurance office introduced timelines and procedures for progress reports in 2019. Given the 3-4-year timeframe from initiation of a program review to the submission of progress reports, it is still too early to comment on the longer-term effectiveness of the progress reports; however, as noted above, initial indications are that the new procedure provides a useful structure for units to address action plans in a timely way.

The program review ensures that the program remains consistent with the institution's current mission, goals and long-range plan.

Strengths

As noted under the Strengths sections for Program Review and Program Development, both processes have played important roles in generating effective ways to meet the institution's Indigenization and Internationalization goals, as well as ensuring programs reflect and respond to the institution's mission and strategic directions.

Areas for Improvement

Discussions have taken place over the past several years at the Academic Planning and Priorities Committee comparing the results of program reviews, and then drawing out common themes and issues arising. While this was helpful for informing APPC's discussion of subsequent program reviews, there is the opportunity to undertake this in a more regular and structured way.

As indicated under the Program Review Assessment, the development of a framework for comprehensive assessment of programming across the institution could facilitate a broad-based understanding of how university programming as a whole supports the institution's current mission, goals and long-range plans.

The institution has a well-defined system to disseminate the review findings to the appropriate entities.

Strengths

UFV has well-defined processes and procedures for submission of program reviews for consideration and recommendations by the Academic Planning and Priorities Committee and Senate, and for ensuring that review findings (summary report, action plan and progress report) are made available to the university and community.

Areas for Improvement

As indicated earlier (4.1.B.i), program reviews could benefit from more detailed review by a sub-committee of the Academic Planning and Priorities Committee that has specific responsibility to conduct a more fulsome study of review findings, and to provide feedback at several defined points during the review process. The sub-committee could also follow-up on progress made toward meeting action plan targets, and advise Senate standing committees as needed on issues related to budget, curriculum revision, or planning and priorities. The review of the Academic Program Review policy scheduled for 2021 will provide the opportunity to consider ways committee review might be improved to provide timely and effectual feedback on review findings.

5. FINAL COMMENTS

The role and place of quality assurance has been integral to the development and evolution of the University of the Fraser Valley. This included the establishment of a university Senate and standing committees responsible for academic matters following the granting of university status in 2008; the establishment of policies on program development, approval, cyclical review, and discontinuance; and the successful application for Exempt Status up to the Baccalaureate level (2013). Accompanying these developments was the recognition of the need for resources to support quality assurance across the university, particularly in facilitating faculty engagement and developing capacity in the areas of program development and program review.

In preparing for a new education plan, the UFV Provost led a visioning process in 2015 that resulted in UFV 2025: A Vision for the Future. Accountability and quality assurance were noted as a key area of change, with the growing expectations by students, parents, and governments for ever-higher degrees of accountability and academic quality assurance. Simultaneously, DQAB and the Ministry of Advanced Education announced the Quality Assurance Process Audit Framework, turning further attention to program approval and program review as the cornerstones of quality assessment.

UFV's forward-looking focus allowed for consideration of the structure supporting quality assurance at UFV, including looking at examples from other universities. The result was the consolidation of program review and program development (which had evolved to include advising and assisting the institution on quality assurance policies and procedures) under one office in 2016. Bringing these functions under one portfolio served to increase the effectiveness of both and strengthening UFV's quality assurance capacity. Benefits have included:

- Consolidation of resources common to both program review and new programs.
- Relationships and knowledge forged in the context of new program development then foster better engagement with program review (and vice versa);
- Knowledge developed through work on academic policies and with Senate committees used to inform review of existing programs.

The QAPA process has allowed UFV to explore the current state of our quality assurance mechanisms and processes in depth, and to reflect on our policies, processes and guidelines for program development and program review in particular. We welcome the opportunity to learn from the QAPA Assessors through the site visit and report, so as further improve our approaches to quality assurance.

6. PROGRAM SAMPLES

A. Criminology/Criminal Justice: Graduate & Undergraduate Programs (2015-17)

B. Physics (2016-18)

C. Kinesiology (2017-19)

Please see the separate folders collated for each program with the following inclusions:

- Policy/process in effect at the time of the review
- Self-study document
- External reviewers report
- Response and action plan

APPENDICES
(SEE SEPARATE FOLDER)

Program Review: Policies and Procedures

A. Academic Program Reviews (189) (p.2-4)
B. BPD-202 University Educational Directions & Planning (p.5)
C. Program Review Unit Handbook 2020-21 (p.6-29)
D. Guidelines for Dean's Summary Report (p.30)
E. Procedure for Submission of Progress Reports (p.31)
F. Schedule of Program Reviews 2019-29 (p.32-34)

New Program Development: Policies and Procedures

G. Graduate Course and Program Approval (209) (p.35-36)
H. Undergraduate Course and Program Approval (21) (p.37-39)
I. Credentials (64) (p.40-43)
J. Subsequent and Concurrent Bachelor Degree (98) (p.44-46)
K. Program Discontinuance (222) (p.47-48)
L. Procedures for Graduate Program & Course Approval (p.49-68)
M. Procedures for Undergraduate Program & Course Approval (p.69-91)

Quality Assurance Guidelines and Handbooks

N. Developing Learning Outcomes (p.92-121)
O. Handbook to Accompany Guiding Principles for Quality Curriculum (p.122-132)
P. Guidelines for Dual-listed Graduate Courses (p.133-136)
Q. Principles for Course Credit Assignment: Graduate Studies (p.137)