

# UBC Okanagan's Action Plan & Response to the Quality Assurance Process Audit (QAPA)

Site-visit November 2021





# Overview

This action plan was developed in consultation with students, faculty and staff within the UBC’s Okanagan community. We anticipate these individuals will continue to engage in conversations and work that supports the university in achieving the goals and timelines proposed in this action plan. The newly formed Teaching and Learning Advisory Committee (TLAC) will also provide significant leadership and direction to implement these actions. The UBC Okanagan and UBC Vancouver Senates will also continue to collaborate on updating UBC’s policies on academic reviews.

Read the [QAPA report](#)

Please refer to page five (5) for a list of acronyms used throughout this document.

1. Affirmations: Areas where the institution has identified a weakness and articulated how it intends to correct it.			
Ref	Affirmations	Response/Action	Timeline/Responsibility
1.1	The need for university-wide program-level learning outcome mappings that are linked to strategic planning and quality assessment and for use in measurement of student learning success. The university and program units clearly understand and are committed to the concept, yet progress in non-accredited programs varies at the depth required to be meaningful. The university has taken this on as a priority and plans to engage in a wider rollout of the <a href="#">UBC Curriculum MAP tool</a> .	<ul style="list-style-type: none"> <li>Support wider rollout of the <a href="#">UBC Curriculum MAP (curriculum.ok.ubc.ca)</a> tool, including operational support from the CTL to assist instructors and programs.</li> <li>Provide support to ensure all programs have PLOs (work with units, CTL, Provost Office).</li> <li>Establish a working group to develop a strategy to measure student learning and the achievement of program learning outcomes.</li> </ul>	Provost Office; Deans; Senate; CTL  Working Group to develop a strategy for developing/evaluating PLOs – Report by June 2023  All programs to have PLOs defined and a PLO evaluation plan (including curriculum maps) - June 2027
1.2	The need for a review of current policies and review processes for program quality assurance to ensure that they encompass a more current and broader interpretation of EDI. UBCO has	<ul style="list-style-type: none"> <li>A revision of the current Academic Reviews Policy is underway jointly with the Vancouver campus and will be inclusive of EDI and Indigenization priorities, as delineated by strategic plans and the communities we serve.</li> </ul>	Provost Office; Senate  Policy approval - November 2022 Resources finalized – Fall 2023



	recognized the need to operationalize and expand its commitment to EDI and Indigenization in the program review process.	<ul style="list-style-type: none"> <li>Revise current resources available from the Provost Office and other support units on campus to emphasize EDI and Indigenization priorities in line with articulated goals in the Inclusion Action Plan and the Indigenous Strategic Plan.</li> </ul>	
1.3	The university acknowledges that the program review process should include more explicit input from external stakeholders, including the community and employers. The university is continuously engaged in building meaningful relationships with Indigenous communities, however, further engagement with these communities in the external review processes should be included in the processes.	<ul style="list-style-type: none"> <li>Create a working group to help develop a community outreach strategy for both the creation (or re-design) of programs as well as external reviews.</li> <li>Develop resources from the Provost Office and OPAIR to support best practices for community engagement.</li> <li>Explore processes for working with Indigenous communities to engage in review processes where appropriate.</li> </ul>	<p>Provost Office (with support from PAIR, CTL, Senior Advisor on Indigenous Affairs); Faculties</p> <hr/> <p>Working Group report – December 2023</p> <p>Provost office community engagement support plan (and resources) - March 2024</p>
1.4	The university review cycle has vague and inconsistent guidelines and requirements for student participation. The current policy review should include updates that clearly articulate requirements for student participation in quality assurance and improvement processes.	<ul style="list-style-type: none"> <li>Review and revise senate academic program review policy.</li> <li>Revise guiding documents to add student engagement to the processes of program and unit reviews at various stages (Including but not limited to: drafting of the self-study report, student representation in unit committees, input from student groups and SUO representatives).</li> <li>Create a working group to explore students as partners in T&amp;L at UBCO.</li> </ul>	<p>Senate (policy review); Provost Office/CTL/AVPS (Students as partners in curriculum); Faculties</p> <hr/> <p>Policy approval - November 2022 Working Group report - June 2024</p>
1.5	The university has a mandate for robust and meaningful institutional data collection. Gaps are recognized with respect to achieving the university's quality assurance and improvement goals, specifically including fuller EDI	<ul style="list-style-type: none"> <li>Develop a process to collect student equity data consistently through the Student Demographic Data Project (SDDP) which is a collaboration of units across campus to create a consistent and comprehensive approach to collecting, using, and storing EDI data about</li> </ul>	<p>Associate Vice-President Enrolment and Registrar (Students); AVP Equity and Inclusion (Faculty and Staff); PAIR</p>



	<p>data and a more systematic approach to tracking learning outcomes and student success, particularly in non-accredited programs.</p>	<p>students.</p> <ul style="list-style-type: none"> <li>Develop a process to enhance the collection of faculty equity data through the EIO, in partnership with HR and PAIR, including creating accessible dashboards of aggregate EDI staff and faculty data collected through the Employment Equity Census Survey.</li> </ul>	<p>SDDP recommendations - June 2022</p> <p>Student data implementation - 2022-2024 (some recommendations may require waiting until Workday Student is completed)</p> <p>Working Group to develop a strategy for developing/evaluating PLOs – Report by June 2023</p> <p>Faculty data collection – ongoing</p>
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**2. Recommendations: Areas needing improvement including concerns identified for which no plan of action has yet been articulated.**

Ref	Recommendation	Response/Action	Timeline/Responsibility
2.1	<p>The university should explore further standardization through broad consultation of a core data set and process templates to enable reasonable comparisons across units and to support a university-level profile.</p>	<ul style="list-style-type: none"> <li>Engage in a consultation process led by PAIR and the Provost Offices (in Vancouver and the Okanagan) to identify the desired data package that can be used as a template across all units.</li> <li>Work with the new Teaching &amp; Learning Advisory Committee to understand the desire for cross-campus unit comparison and ensure relevancy across disciplines and fields.</li> </ul>	<p>Provost Office (UBCO/UBCV); PAIR</p> <hr/> <p>Pilot - Fall 2022 Finalize – Fall 2023</p>
2.2	<p>The university should ensure that each review process is followed and documented for the entire cycle and that participants are kept fully informed</p>	<ul style="list-style-type: none"> <li>Revise program review policy to clarify this expectation.</li> <li>Revise follow-up process and resources from the Provost Office (including data from PAIR</li> </ul>	<p>Provost Office (UBCO/UBCV); Senate; PAIR; CTL</p> <hr/>



	throughout the cycle. This would enable a roll-forward of continuous improvement results over the succession of reviews.	and curriculum renewal support from CLT) to emphasize transparency and commitment to the reviews' results and support ongoing improvements and changes between program reviews and faculty administrators' turn-over.	Policy review – November 2022  Process/Resource updates – Fall 2023
2.3	The university should clearly encapsulate requirements for student participation and engagement with review processes and quality assurance policy development.	<ul style="list-style-type: none"> <li>• Revise program review policy to clarify this expectation.</li> <li>• Develop resources from the Provost Office, CTL, AVPS, and PAIR to support best practices for student engagement in program reviews.</li> <li>• Establish a working group to develop a framework to engage with students as partners (grad and undergrad).</li> </ul>	Senate; Provost Office (with support from CTL, AVPS, and CoGS)  Policy review - November 2022  Working Group report – June 2024
2.4	The university should embed a requirement in the review process for clear articulation of the linkage of the review outcomes with unit and university strategic plans.	<ul style="list-style-type: none"> <li>• Revise program review policy to explicitly include this expectation.</li> <li>• Develop resources to support academic units to achieve this goal.</li> </ul>	Senate; Provost Office (with support from CTL)  Policy review – November 2022  Resource Development – June 2023
2.5	The university should develop policies and processes to ensure that learning outcomes, quantitative and qualitative, become the required practice across the university for the purposes of program quality assurance and improvements.	<ul style="list-style-type: none"> <li>• Establish a working group to develop a strategy that measures student learning and success and the achievement of program learning outcomes (PLOs).</li> <li>• Provide support to ensure all programs have PLOs (work with units, CTL, Provost Office)</li> <li>• Work with the new Teaching and Learning Advisory Committee to work towards building a culture of support for the development of learning outcomes inclusive of ongoing opportunities for faculty education and development on</li> </ul>	Provost Office; Deans; Senate; CTL; TLAC  Working Group to develop a strategy for developing/evaluating PLOs – Report by June 2023  All programs to have PLOs defined and a PLO evaluation plan (including curriculum



		this area.	maps) - June 2027
2.6	The standardized data packages produced by PAIR should be provided to the external review team and academic unit.	<ul style="list-style-type: none"> <li>Produce report (including the possible development of Tableau dashboards) to provide data for units on an annual basis, so all programs are familiar with standardized data package in advance of the unit review.</li> <li>Support unit heads, associate deans, and deans in understanding the data and how to use it.</li> </ul>	PAIR; Provost Office; CTL <hr/> Pilot - Fall 2022 Finalize – Fall 2023

**Glossary of Acronyms:**

AVPS: Associate Vice-President, Students

CTL: Centre for Teaching and Learning

EDI: Equity, Diversity and Inclusion

EIO: Equity and Inclusion Office

PAIR: Planning and Institutional Research

PLOs: Program Learning Outcomes

SDDP: Student Demographic Data Project

SUO: Students’ Union UBC Okanagan

TLAC: Teaching and Learning Advisory Committee

UBCO: UBC’s Okanagan Campus

UBCV: UBC’s Vancouver Campus