

2021/22 QUALITY ASSURANCE PROCESS AUDIT LANGARA COLLEGE

The Summary was prepared by the Degree Quality Assessment Board Secretariat using the Institutional Report, the Expert Panel Report, and the Response to the Expert Panel Report. Langara College was one of four post-secondary institutions to undertake the Quality Assurance Process Audit in 2021/22.

Introduction

The Terms of Reference for the Degree Quality Assessment Board establish that audits will be based on information provided by public post-secondary institutions to ensure that rigorous, ongoing program and institutional quality assessment processes have been implemented.

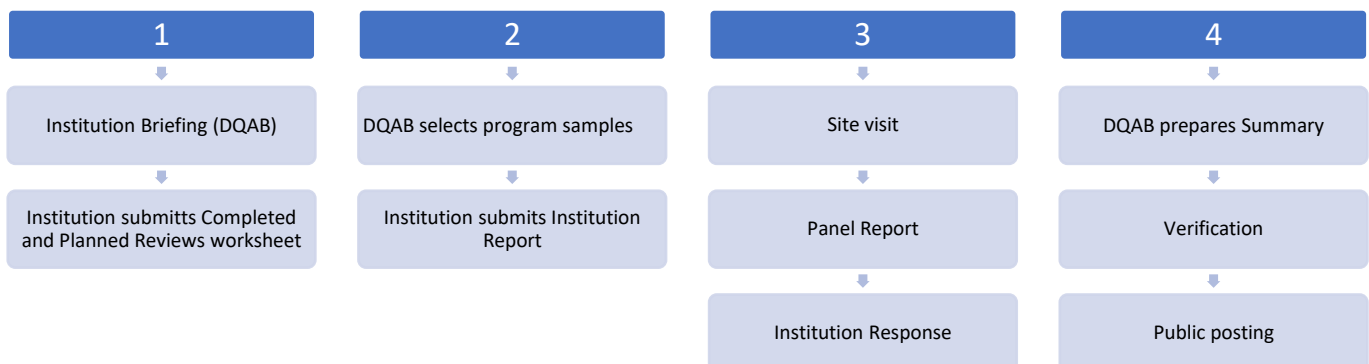
The main objectives of the quality assurance process audit (QAPA) are to ascertain that the institution:

- a) Continues to meet the program review policy requirements outlined in the DQAB's *Exempt Status Criteria and Guidelines* and the *Degree Program Review Criteria and Guidelines*, as applicable to the institution;
- b) Has and continues to meet appropriate program review processes and policies for all credential programs; and
- c) Applies its quality assurance process in relation to those requirements and responds to review findings appropriately.

The QAPA assessment is focused on answering questions in two categories:

1. Overall process
 - a. Does the process reflect the institution's mandate, mission, and values?
 - b. Is the scope of the process appropriate?
 - 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?
 - d. Does the process promote quality improvement?
2. Review findings
 - a. Were the responses to the sample program review findings adequate?
 - b. Does the process inform future decision making?
 - c. Are the review findings appropriately disseminated?

Figure 1: QAPA Process



Langara College – Institutional Context

Langara is located on the unceded traditional territory of the Musqueam on what was once a Musqueam village. The Musqueam gave the name snəwəyət̓ leləm̓ to Langara which means house of teachings. Langara’s mission is to provide accessible educational opportunities that meet the needs of its diverse community and to support exceptional learning experiences that lead to employment, career advancement, and further education. Langara has two campus locations in Vancouver.

Langara College is governed by the *College and Institute Act* and has a bicameral governance structure comprising a Board of Governors and an Education Council. Langara’s Board of Governors focuses on policy and strategic leadership in such areas as resource and asset allocation and the College’s financial performance. Langara’s Education Council is responsible for approving curriculum content for courses and programs leading to certificates, diplomas or degrees and policies concerning student evaluation, withdrawal, academic standing, appeals, grading, awards for excellence and other academic matters. Two standing committees (the Curriculum Review Committee and Graduation Advisory Committee) report up to the Education Council.

As per the *College and Institute Act*, Education Council maintains a close relationship with the Board and has a mandate to advise the Board on the development of educational policy pertaining to, among other matters, the College’s educational goals, objectives, strategies, priorities and educational programming. Langara also takes direction from the *Ministry Mandate Letter* and demonstrates its abiding and deep commitment to the government and people of British Columbia through its annual *Accountability Plan and Report*.

Table 1: Student enrollment

| | Undergraduate | Graduate | Degree Programs | Non-Degree Programs |
|-----------------------------------|----------------------|-----------------|------------------------|----------------------------|
| Full-time equivalent (FTE) | 10,535 | 0 | 4,588 | 5,946 |

Langara offers a broad range of academic and career programming, providing students the academic and experiential foundation required for further education, professional and personal development and career success. The College offers a slate of university transfer programs and sends more students to B.C. universities than does any other public post-secondary institution. Langara students can pursue programs of study leading to a citation, certificate, diploma, associate degree, baccalaureate degree, and post-degree certificate or diploma. The College also offers Continuing Studies (CS) courses in over 60 subject areas, which include personal and professional development programs designed to meet the needs and schedules of its community.

Table 2: Program offerings

| Credential Type | # of Programs |
|------------------------|----------------------|
| Advanced Certificate | 1 |
| Associate Degree | 34 |

| | |
|-------------------------------|------------------------------|
| Baccalaureate Degree | 12 (including co-op options) |
| Certificate | 13 |
| Citation | 6 |
| CS Certificate* | 23 |
| CS Developmental Credential | 1 |
| CS Diploma | 9 |
| CS General (no credential) | 2 |
| CS Post-Degree Diploma | 2 |
| CS Short Certificate | 45 |
| Diploma | 67 |
| Field Studies (no credential) | 18 |
| Post-Degree Certificate | 4 |
| Post-Degree Diploma | 15 |

NOTE: * CS denotes Continuing Studies.
 Figures are provided by the institution.

Institution Self-Study

The Langara QAPA review was initiated with an institution briefing on April 21, 2021. Due to the public health order in place to limit the spread of COVID-19, the briefing was conducted virtually by video conference. The briefing provides an overview of the QAPA process and the documentation institutions are requested to submit.

At its meeting on August 23, 2021, the Quality Assurance Audit Committee reviewed the Completed and Planned Review worksheet submitted by Langara and selected the following for sampling: Physics and Astronomy; Recreation Studies; and Registered Massage Therapy.

Self-Evaluation Approach

Preparation for Langara's QAPA kicked off formally with the launch of the Office of Academic Quality Assurance (AQA) in 2019. In the spirit of Langara collegiality and collaboration, the new AQA Director conducted extensive consultations with faculty and administrators across the College and held numerous QAPA-related information sessions with faculty and staff at department, division and governance meetings (including Education Council, Langara Council, Langara Leadership Team, Senior Leadership Team and the Deans, Directors and Division Chairs Committee). A series of QAPA-related articles were published weekly on the Langara Post, the College's internal newsletter. As part of the College's QAPA prep, Langara faculty and staff were invited to answer the following questions: how would you define academic quality assurance and what are the core principles of academic quality assurance? These questions generated close to 100 responses which were invaluable in identifying the College's strengths and areas for improvement.

A Quality Assurance Steering Committee was formed to address opportunities for improvement. The Committee consists of the following:

- Curriculum Consultant, TCDC
- Interim Dean, Faculty of Arts; Educational Council Chair until
- Dean, Faculty of Science
- Registrar

- Interim Associate Vice-President, Academic
- Director, Institutional Research
- Interim Vice-President, Academic
- Director, Academic Quality Assurance

The QA Steering Committee is responsible for providing strategic direction and advice in relation to the College's academic quality assurance standards, policies and procedures. The Committee advises on the following: a) how to prepare the College for its QAPA site visit; b) how to implement recommendations arising from the site visit; and, c) how to ensure continual and consistent academic excellence throughout the College beyond the site visit. The Committee also reviews and affirms documents, presentations and other forms of institution-wide communication related to academic quality assurance.

The AQA Director is the primary author of Langara's *Institution Report*, with input from the Quality Assurance Steering Committee. This *Report* draws upon the following sources:

- Langara Strategic Plan 2025
- Langara Academic Plan 2025
- Langara Accountability Plan and Report 2019/20
- Academic Policies and Procedures
- New Program Development Policy, Procedures and Resources
- Program Review Policy, Procedures and Resources

Following receipt of the QAPA findings and recommendations, the Steering Committee will formulate a response and develop an appropriate action plan.

Quality Assurance Policy and Practices

In 2019, the College launched an Office of Academic Quality Assurance (AQA) which oversees Langara's academic quality assurance processes in alignment with College plans, policies and the Ministry of Advanced Education and Skills Training's expectations. AQA oversees the review of all Langara's academic programs/departments and supports its program development process. Langara's program review and program development processes are transparent, consistent and data informed. They involve gathering feedback from students, alumni, faculty, external reviewers, community members, as well as program advisory committees and employers where applicable.

Langara's Teaching and Curriculum Development Centre (TCDC) supports growth and innovation in teaching practices and excellence in the design, development, refinement, and renewal of curriculum at Langara College. TCDC fosters the growing interest among faculty and departments in principles of quality assurance and teaching praxis and helps departments respond to changes in the labour market, community needs and requirements of accrediting bodies and industry. TCDC provides teaching and curriculum design resources, webinars, workshops, and networking opportunities.

Educational Developers respond to the needs of the college's faculty, instructors and instructional staff to provide professional development programming throughout the year. They collaborate with colleagues across the college, including the Educational Technology

department, the Centre for Intercultural Engagement, and Indigenous Education and Services, to organize workshops on the effective use of educational technologies, the Instructional Skills Workshop, Reconciliation Silversmithing, among others. Educational Developers endeavour to offer professional development programming of interest to faculty and instructors at different stages of their career via the Faculty Development Cycle.

The TCDC provides extensive curriculum support and training to departments and programs including assistance with the development and revision of program- and course-level learning outcomes, curriculum maps (including degree level standards maps for baccalaureate degrees), and curriculum assessment plans.

Program learning outcomes (PLOs), designed to prepare students for further education, career success, and professional and personal development, are central to Langara's program development and review processes. As part of a new program proposal, program proponents must develop a full curriculum, including PLOs, course learning outcomes and course outlines. Proponents are also encouraged to create a curriculum map that illustrates the alignment between learning outcomes and methods of assessment used throughout the program. This map allows faculty to carefully plan how learning will be scaffolded and how student progress toward and achievement of the intended learning outcomes will be assessed. These curricular aspects undergo considerable vetting, including by the College's Curriculum Review Committee and Education Council.

PLOs are also integral to program review at the College. As part of the planning phase of the review, departments/programs confirm their PLOs so they can be included in surveys sent to students, faculty, alumni and, where applicable, employers. The surveys ask these stakeholder groups to indicate their satisfaction with how departments/programs are preparing students for further education or a career. If a department/program does not have PLOs yet, this becomes a recommendation for faculty to act upon, with support from TCDC. The AQA Manager maintains an interactive dashboard that tracks all College PLOs and identifies which PLOs have been developed through program review and vetted by Education Council. For ease of access for the Langara community, the dashboard is available on the Langara's *Curriculum Resources SharePoint* site.

The development and revision of course-level learning outcomes (CLOs) are also essential steps in program development and program renewal processes at the College. TCDC's *Developing Course Learning Outcomes* handout, *Learning Outcomes* videos and outcomes-based teaching and learning resources help those developing or renewing curriculum effectively align CLOs to PLOs, methods of assessment and teaching and learning activities to ensure student learning is adequately scaffolded and evaluated.

Following program review, TCDC Curriculum Consultants meet with department chairs to review curriculum renewal goals identified on department/program action plans and map out a multi-year curriculum assessment and renewal plan based on intended PLOs. This work often involves providing professional development and support to departments on curriculum assessment processes, integrating Indigenous epistemologies and pedagogies into curriculum design, incorporating universal design for learning and open educational practices and so on.

Langara faculty maintain currency in a variety of ways, some of which include:

- Applied Research Centre which facilitates extra-curricular research and scholarship projects, led by faculty across the college programming.
- Educational Assistance available to all Langara employees, including faculty.
- Faculty Educational Leave which enable faculty to upgrade their professional skills, participate in scholarly or research activity, pursue additional credentials or engage in curriculum work.
- Faculty Professional Development Funds which all Langara faculty members are eligible for to support approved professional development activities.
- Professional Development through the Centre for Intercultural Engagement.
- Educational Technology support to help faculty implement practical technologies for delivering content, designing learning activities and assessing students.

Program Development

As outlined in Langara's *Policy F1010: New Program Development*, new program proposals undergo an extensive vetting process to ensure alignment with the College's mission and commitment to quality assurance.

Consultations are integral to the new program development process. Internal consultations include the service and academic departments the proposed program may impact. External consultees typically include the Ministry of Advanced Education and Skills Training, post-secondary transfer partners, program advisory committee members, industry representatives, community partners, potential employers, professional organizations and accreditation bodies.

As befits Langara's collegial and collaborative culture, working groups usually develop new program proposals. A working group typically consists of faculty members with expertise in the subject matter of the proposed program, the Department Chair, Division Chair, and a Curriculum Consultant from the TCDC. Depending on the complexity and breadth of the proposed program, working groups may be expanded to include faculty or staff from other academic or service departments. If the proposed program is for a baccalaureate degree, working groups include a representative from the AQA to advise on the Ministry requirements.

Recognizing the wide variety of credentials the College offers, the *New Program Development Procedures* provide clear instructions on how to develop baccalaureate degrees, non-baccalaureate programs (certificates, diplomas, associate degrees and post-degree credentials), and Continuing Studies credentialed programs. Detailed flowcharts for the different types of credentials accompany the procedures and provide information on timelines and the vetting bodies involved at each point of the process. These flowcharts are available on the College's *Curriculum Resources SharePoint* site and the *New Program Development Resources* page on the externally facing AQA site.

While some aspects of the new program development process might differ depending on the credential considered, Langara's new program development is based on best practices in curriculum design, aligns with DQAB's degree process and consists of three main deliverables: concept paper, feasibility study/Stage 1 Review, and new program proposal. Templates are available for each step of the process on the *Curriculum Resources SharePoint* site and differentiated by baccalaureate, non-baccalaureate and Continuing Studies programs.

Concept Paper: The Concept Paper functions as a “pitch paper.” Its purpose is to gather and share preliminary information about the proposed program (e.g., its scope, rationale, goals and target audience) to help the College make an informed decision about how well the proposed program aligns with Langara’s strategic and academic priorities. Program proponents bring a new program idea, either verbally or in writing, to the Dean of the area that will host the proposed program. Should the Dean agree, the Dean authorizes, in writing, a Working Group to conduct preliminary consultations and complete the *Concept Paper*.

The following people/groups must endorse the *Concept Paper*:

1. Dean
2. Langara’s Deans, Directors, and Division Chairs Committee (DDDC)
3. Provost and Vice-President, Academic and Students
4. Langara’s Senior Leadership Team: College President and CEO; Provost and Vice-President, Academic and Students; Vice-President, External; Vice-President, Finance and Administration; Vice-President, People and Culture; Associate Vice-President, Students)

If the *Concept Paper* is not endorsed by any of the above, the Working Group consults the Dean about how or whether to proceed.

Feasibility Study/Stage 1 Review: The Feasibility Study is meant for Langara citations, certificates, diplomas, associate degrees and post- degree credentials. The *Stage 1 Review* is meant for baccalaureate degree programs and must be submitted to DQAB for review as Langara does not have exempt status. Both documents fulfill similar functions: gather information on the B.C. public post-secondary context; determine if there is a need for the proposed program based on internal and external consultations, student demand and labour-market trends; and assess the College’s capacity to provide the resources required to run the program successfully.

The Working Group receives confirmation that the *Concept Paper* has been fully endorsed. The Dean authorizes, in writing, the Working Group to complete the *Feasibility Study/Stage 1 Review*. The Working Group then collects data with the assistance of Langara’s Institutional Research department, conducts consultations and completes the document.

The same people/groups who endorse the *Concept Paper* also must endorse the *Feasibility Study/Stage 1 Review*. If the *Feasibility Study/Stage 1 Review* is not endorsed by any of the above, the Working Group consults the Dean about how or whether to proceed.

New Program Proposal

The New Program Proposal contains detailed information (e.g., rationale and description; curriculum – including program learning outcomes, course descriptions and curriculum map; admissions and transfer) about the proposed program. The Working Group receives confirmation that the *Feasibility Study/Stage 1 Review* has been fully endorsed. The Dean then authorizes, in writing, the Working Group to develop the program curriculum and complete the *New Program Proposal*.

The following people/groups must endorse the *New Program Proposal*:

1. Dean
2. Provost and Vice-President, Academic and Students

3. Senior Leadership Team
4. Curriculum Review Committee
5. Education Council

In the case of non-baccalaureate programs, the *Proposal* goes to PSIPS for peer review before being submitted to Langara's Board of Governors for approval. In the case of baccalaureate programs, the *Proposal* goes to the Board of Governors for approval prior to being uploaded to PSIPS and, subsequently, to DQAB for review. If the *New Program Proposal* is not endorsed by any of the above, the Working Group consults the Dean about how or whether to proceed.

Program Review

Program review launched formally at Langara in 2014, under the direction of the Teaching and Curriculum Development Centre. In Fall 2019, as part of the College's QAPA preparation, the next iteration of program review was launched. Program review now falls within the Office of Academic Quality Assurance's (AQA) portfolio, though AQA maintains a close working relationship with TCDC. In 2019, Education Council approved a revised version of *Policy F1006: Academic Program Review* and attendant *Procedures*. Unless otherwise noted, the description of program review throughout this document refers to the version that launched in 2019.

As noted in *Policy F1006*, program review is a systematic process for assessing the quality of Langara's departments/programs and supports the College's mandate and mission to provide high-quality programs to diverse learners. Reviews are transparent, collaborative, data informed and formative. They build upon previous reviews and guide continuous improvement. Langara departments/programs undergo review on a regular basis. Baccalaureate degree programs are expected to undergo review every five years; all other departments/programs undergo review every seven years.

Programs with external accreditation are not exempt from a Langara program review. The department/program works with AQA to coordinate the accreditation and program review processes to minimize redundancies. The department/program first completes an accreditation report, then the *Self-Study* to address any gaps not covered in the accreditation report. If the accreditation review includes a site visit, generally no further external review is required. The department/program must complete an *Action Plan* that addresses the recommendations from their accreditation report, *Self-Study*, and accreditation reviewers' findings.

Data is a key aspect of a Langara program review. Institutional Research, following AQA's direction, assembles an extensive data package for the department/program undergoing review. The data package includes information on student demographics, progress and outcomes. Institutional Research also administers AQA-designed surveys that go out to students, alumni, faculty and, if applicable, employers.

Program review is faculty driven, Dean led and supported by numerous individuals and departments. Program review consists of the components (the *Program Review Resources* page on the AQA website includes resources and templates for every step of the process):

Planning - A multi-year program review schedule is available. Departments/programs – in consultation with their Dean - choose when in the academic year (the September, January or May semester) they will work on completing their *Self-Study* (AQA provides the template).

Departments/programs inform the AQA at least one semester ahead of time so Institutional Research can commence data gathering.

Self-Study - The *Self-Study* is the first review deliverable and informs the rest of the process. It consists of six chapters (AQA provides the template), each of which corresponds to criteria that the *Quality Assurance Process Audit Handbook* has prescribed, and provides the department/program an opportunity to analyze data, formulate recommendations, and – in collaboration with the Dean and Division Chair - begin developing a multi-year action plan. The Department Chair, Coordinator or designate completes the *Self-Study* within one semester in close and regular collaboration with the rest of the department, Dean and Division Chair. The Department Chair, Coordinator or designate completing the *Self-Study* will have one section of course release for that semester. The Division Chair and Dean review the completed *Self-Study*.

External Review - The second review deliverable is an *External Review*. The department/program nominates an External Review Team. The Deans vet the nominees and select three people to form the Team. Two of the reviewers will be external to the College and possess subject-matter expertise as academics and/or members of the profession. The third person will be a Langara faculty member from a different department. The AQA Director provides the External Review Team with an orientation and written guidelines and serves as liaison between the College and the reviewers. The External Review Team will review the completed *Self-Study*, participate in a site or virtual visit, and complete an *External Review* (AQA provides the template). The Team's role is to validate the *Self-Study*'s overall findings and recommendations. The department/program undergoing review will plan the visit in consultation with the AQA Director and host the Team.

Action Plan - The third review deliverable is an *Action Plan* - a multi-year strategic plan. The *Action Plan* requires the department/program to address every recommendation from the *Self-Study* and *External Review*, formulate goals based on these recommendations and demonstrate alignment between each goal and the College's *Academic Plan*. The department/program will work towards these goals until their next review.

The *Action Plan* also requires the department/program to articulate the actions it will take to complete each goal and specify the following: who will lead each action; when they expect to begin and complete the action; and the resources required to achieve each goal. The department/program completes an *Action Plan* (AQA provides the template) in close collaboration with the Dean and Division Chair. Once a draft *Action Plan* is ready for review, the Department Chair/Coordinator meets with the Division Chair, Dean and Provost to discuss the department/program's multi-year goals and the resources required to attain those goals. The Dean and Provost vet the completed *Action Plan* and add an institutional response to the document.

Annual Snapshot - Departments/programs report their *Action Plan* progress to the Dean by July 31 of each year by completing an *Annual Snapshot* (AQA provides the template). As is reflective of its name, the document provides departments/programs an opportunity to take a metaphorical snapshot by assessing their current circumstances. Drawing upon information pulled from an Institutional Research-maintained *Annual Snapshot Database* as well as their own internal records, departments/programs answer a prescribed set of questions.

QAPA Review

The QAPA panel conducting the assessment were Ms. Kathy Siedlaczek, panel chair, and panel members Dr. Kathryn McNaughton and Dr. David Veres. The site visit, held virtually using video conferencing, occurred on November 25-26, 2021. A member of the DQAB Secretariat, Ms. Dao Luu, also attended the site visit.

The QAPA panel submitted its report on December 7, 2021. The panel report provided commendations, affirmations and recommendations.

Commendations are areas where the institution has shown exemplary practice. Areas of exemplary practice:

- The priority being placed on initiatives aligned with the Indigenization strategy at College, departmental, and program levels. There was broad awareness of the importance of this work, and the College has ensured appropriate guidance and support. This was evident in each of the conversations the panel had with program representatives.
- The high priority being placed on quality assurance/enhancement, including direct reference in the Strategic Plan and establishing the Academic Quality Assurance (AQA) Office to oversee and guide this work.
- The resources available through the Teaching and Curriculum Development Centre (TCDC) and the extensive support and expertise available for curricular development and renewal. As well, building in an intentional “hand-off” from program review completion to TCDC-guided curricular support helps maintain momentum and support program renewal.
- Integrating quality assurance processes into Continuing Studies programs, to ensure a high level of quality for all students.
- The College’s approach to change management around quality assurance, which was clearly approached in a thoughtful and highly consultative way, and ensured the aligning of resources and the building of alliances across the College and with internal/external stakeholders.

Affirmations are areas where the institution has identified weaknesses and intends to correct it. Areas the institution identified for improvement:

- Langara noted both in the Institutional Report and during the site visit the need to ensure a continued and sustained focus on quality beyond the QAPA process. Preparing for an event such as a QAPA review helps to focus effort, and sustaining this effort will be needed to ensure a fully integrated approach to quality at the College.
- Since the program review policy and processes were recently revised, there will be a need to ensure the new expectations are broadly communicated and consistently implemented across the breadth of the College’s programs.
- The College identified the importance of renewing program learning outcomes (PLOs) during the program review process, and where these do not yet exist, ensuring that PLOs are established across all programs. These are foundational to a program’s curriculum and are important to revisit over time as the landscape changes in the relevant disciplines/industry.
- Langara identified the importance of ensuring that appropriate and sufficient industry/employer input is integrated consistently to provide advice on the future direction of programs. This is an important consideration, and the College would benefit from

connecting more broadly to industry representatives either on Program Advisory Committees or through other means to establish a pool of contacts for periodic feedback.

- Given the number of students who attend Langara with the goal of transferring to other institutions, there is tremendous value in highlighting student successes in terms of achieving their transfer/pathway goals. As well, the College may benefit from extending its knowledge of which institutions/programs are the recipients of their students and gauging student successes in these subsequent transfer/pathway programs as a way of informing the College's own courses/programs.
- The College has identified the importance of integrating equivalent quality assurance processes in its Continuing Studies (CS) division to ensure a quality learning experience for all students. CS is working with the AQA Office to review/align their practices with College policies, which in some cases may involve revision to policies to apply effectively in the CS environment. We suggest that the College would benefit from identifying unique elements of the CS department that will require alternative approaches to quality assurance (i.e. high reliance on adjunct faculty, differentiated nature of course/program components).

Recommendations are areas needing improvement. The panel identified the following areas:

- Continue the role of QA Steering Committee to maintain focus on quality after the QAPA site visit. The panel recommends there may be benefit in broadening membership to include representatives from areas such as TCDC, DDDC, etc. as appropriate. This would ensure shared ownership of the work being planned as an outcome of the QAPA process and related quality assurance work. As well, the panel recommends evaluating the elements that led to a successful completion of the QAPA process and implementing these processes and principles into other organizational QA endeavours (i.e. consultation, communication).
- The College would benefit from documenting practices/processes more clearly to ensure transparency for internal stakeholders, setting expectations, and clarity on decision-making criteria (e.g., criteria for evaluating concept papers, feasibility studies). This is also important to ensure the continuity of these processes in the event that people/roles change over time.
- It would benefit the Langara community to establish a comprehensive set of resources to support program renewal, which may also include policy and procedure documents. This would help establish clear expectations and processes (including governance requirements) to guide program renewal initiatives, as has recently been established for program development and review. The College may wish to consider establishing differentiated approaches depending on scope and impact of proposed program changes.
- We recommend that the College should establish an evaluation plan for the newly implemented program review practices to ensure they are achieving desired outcomes as aligned with the overall vision for quality assurance at Langara. This would include review of the policy, procedures, structures, and resources. We suggest there would also be value in reviewing the related Annual Snapshot process to assess the sustainability of implementing this process for all programs each year in its current form.
- Related to the point above, we recommend the College develop a plan to assess the process used for the review of programs with a focus on its effectiveness, in preparation for subsequent cycles of program review.
- Program reviews would benefit from consistently engaging faculty and other departments related to but beyond the program under review, as a way of integrating all relevant

perspectives on a program. This should include both academic and non-academic departments.

- While recognizing that significant work has been done in this area, the panel recommends that additional clarity would be helpful around how recommendations and related action plans are established, how these evolve through the self study and external review processes, who is involved/responsible for establishing and implementing specific actions, and how these actions are monitored to ensure an understanding of completed and outstanding items. As well, we recommend incorporating a review of program action plans as part of subsequent program reviews.
- Sharing outcomes of program reviews with external stakeholders would provide an opportunity to celebrate successes and establish more transparency and accountability in these processes.
- The panel encourages Langara to look for ways to incorporate College services into discussions and the framework related to quality assurance, particularly as these services impact on the student experience.
- The panel noted that there seemed to be different interpretations of terminology at the College. We suggest working towards establishing a shared understanding of key terms such as Program Advisory Committees and Strategic Plan for consistency in implementation across the College.

Langara provided a response on March 11, 2022 that included an action plan to address the recommendations.