

Glossary of Key Terms

Term	Definition	Reference Guide
Asynchronous Online Learning	is the educational term for aspects of learning that don't need to be "live". For any asynchronous components, students will be able to access the course material at any time, although they need to adhere to the deadlines for activities, assignments and overall timelines that the instructor provides.	Guide #2 Section 4.3
Annual Follow up Report	The report prepared by programs to report on their progress with the implementation of the Quality Assurance Plan.	Guide #1, Guide #7
Annual Follow up Report Guide	The 6 th program review guide provided by OPA to assist the program review team to prepare the annual follow-up report.	Guide #7
Annual Follow up Report Template	The template programs complete to report on their progress with their Quality Assurance Plan.	Guide #7
Blend of Asynchronous & Synchronous Online	the use of a blend of both asynchronous and synchronous online modalities, for students to meet learning outcomes of the course.	Guide #2 Section 4.3
Bloom's Taxonomy	It is a way of organizing learning outcomes according to types of cognitive processes, i.e., recalling, understanding, applying, analyzing, evaluating, and creating	Guide #2 Section 4.1
Credential-Level Specifications	Credential level specifications works together to provide a program structure from entry to completion. i.e., admission requirements, transfer credits etc.	Guide #2 Section 3.3
Course Learning Outcomes	Course learning outcomes measures “an intended effect of the educational experience that has been stated in terms of specific, observable, and measurable student performance at a course level” (Adopted from Veltri, Webb, Matveev & Zapatero, 2011). In other words, course outcomes are statements that describe key knowledge, skills and attitudes students can demonstrate at the end of the course.	Guide #2 Section 3.6 & Section 4.1
Course Design & Delivery Review	Should include the 4.1) review course learning outcomes, 4.2) review the alignment of learning activities and assessments with CLOs, 4.3) review modes of delivery, 4.4) review the currency of content and resources and 4.5) review the use of technology in courses	Guide #2 Section 3.6 & Section 4
Constructive Alignment	Constructive Alignment hinges on the outcomes-based approach to course and lesson design. Constructive Alignment refers to the process of aligning Course Learning Outcomes with Assessments and Learning activities designed to deliver a course or a lesson.	Guide #2 Section 3.6 & Section 4
Curriculum Review	Consist of the following: 3.1) review of the career pathways; 3.2) assessment of program competencies; 3.3) identifying credential level specifications; 3.4) review of program-level learning outcomes; 3.5) review of current program description; and 3.6) creation of a curriculum map that connects program learning outcomes to course learning outcomes.	Guide #2 Section 3

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Curriculum Mapping	Curriculum mapping is the process of associating and aligning course level outcomes (CLO) with program level outcomes (PLO) to ensure that the program is structured in a strategic, thoughtful way that enhances student learning. The curriculum map would help the review team to identify how the program level learning outcomes are represented or addressed in the courses and course level outcomes of that program.	Guide #2 Section 3.6
Curriculum Design and Delivery Guide	The 2 nd program review guide provided by TLC to assist the program review team review the curriculum components and course design and delivery portions of the program review	Guide #2
External Review Site Visit	The External Review is the second stage of the KPU Program Review process. The External Review's purpose is to validate the Self- Study Report and provide external perspective on program quality.	Guide #1, Guide #5
External Review Team	Two industry/discipline representatives (at least one of whom is an educator from a similar academic program at a different institution) and a KPU faculty member from a different Faculty.	Guide #1, Guide #5
External Review Guide	The 5 th program review guide provided by OPA to assist the program review team to organize external review site visit.	Guide #5
External Review Template	The template provided to the external review team to report on how effectively the Self-Study Report recommendations reflect the findings of the Self-Study Report and the site visit, and to provide further suggestion to the program review team.	Guide #5
External Accreditation	Several KPU programs have external accreditation bodies that require regular external review of the program. These programs are also required to undergo a KPU program review. To avoid duplication, programs with an external accreditation may consider conducting one external review site visit (to be conducted by the accreditation team).	Guide #5
Face-to-Face Learning	where the course is delivered on campus, in class/lab setting, in-person, for students to meet the learning outcomes of the course.	Guide #2 Section 4.3
Getting Started Guide	The 1 st program review guide provided by OPA to assist the program review team to get started with the program review process.	Guide #1
Hybrid Learning	that includes both on-campus, in-person, and online delivery of the curriculum, for students to meet the learning outcomes of the course.	Guide #2 Section 4.3
Industry Competencies	Skills and competencies required to perform a particular job-related task to the standard of performance expected in the workplace.	Guide #2 Section 3.1
Office of Planning & Accountability (OPA)	Provides planning and advice; provides survey and internal data; provides liaison with SSCPR	Guide #1
Pathways Map	An analysis of range of careers, jobs, industry competencies, further educational programs the current program will prepare students for and a list 21 st century learner skills the current and future programs	Guide #2 Section 3.1

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	may need. This pathways map is useful to develop program competencies ear marked to be delivered via the concerned program.	
Program Review	Program Review is a faculty-led, collaborative, systematic, and evidence-based examination of a program's quality. In accordance with KPU's Vision 2023 and Academic Plan, it focuses on a pivotal question: are programs providing students the skills they require to become successful global citizens and career professionals	Guides #1-#7
Program Review Team	Leads review; writes specific program review reports.	Guide #1 Section 1
Program Review Timeline	A program review should take approximately 16 months from the beginning of the Self-Study to the submission of the Quality Assurance Plan.	Guide #1 Section 3
Program Review Timeline Planning Sheet	A timeline prepared by Manager of Quality Assurance after the program review planning meeting. It outlines the steps entailed in each phase of the program review process with expected completion dates.	Guide #1 Section 3
Program Competencies	The result of a specific set of skills or production techniques that deliver value to a business and its customers. Competencies commonly define the applied skills and knowledge that enable people to successfully perform in professional, educational, and other life contexts. Program competencies will assist program reviews to assess the currency of the program learning outcomes set for that program.	Guide #2 Section 3.2
Program Description	A short narrative description of the overarching nature, scope, and outcomes of the program.	Guide #2 Section 3.5
Program Learning Outcomes	A program outcome is an intended effect of the program educational experience that has been stated in terms of specific, observable, and measurable student performance. They describe key competencies; capabilities students can demonstrate at the end of the program. Program outcomes essentially are the building blocks of the program and provide graduates with the terminology to describe the capabilities they can bring to a workplace or place of further education.	Guide #2 Section 3.4
Quality Assurance Plan	The Quality Assurance Plan is a response to the gaps identified through the self-study and external review of the program and describes the program's goals for the next 5 years based on the findings and recommendations in the self-study and external review reports.	Guide #1, Guide #6
Quality Assurance Plan Guide	The 6 th program review guide provided by OPA to assist the program review team to develop program's quality assurance plan.	Guide #6

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Quality Assurance Plan Template	The template programs use to develop their quality assurance plan.	Guide #6
Self- Study	The Self-Study is an analysis of the program’s strengths, weaknesses, opportunities and challenges. It forms the foundation on which the entire review is based. The Self-Study defines the scope of the review, and determines the focus for the external review and subsequent strategic planning.	Guide #1 Section 1
Self-Study Guide	The 4 th program review guide provided by OPA to assist the program review team to carry out the self-study phase of the program review	Guide #4
Self-Study Report Template	The template used by program review team write the self-study report.	Guide #4
Survey Development Guide	The 3 rd program review guide with information on student, faculty, alumni, industry/discipline surveys required to be carried out for the self-study.	Guide #4
Synchronous Online Learning	is the educational term for live streaming. It occurs at a designated day and time to allow for real-time interaction between faculty and students. This may be used for short lectures, group discussions, office hours, and Q&A periods. If your course has synchronous components, students and faculty members need to be online during those scheduled days and times.	Guide 2 Section 4.3
SSCPR	Ensures program review policy is addressed appropriately; reviews and approves program review reports.	Guide #1 Section 1 & 3
Teaching and Learning Commons (TLC)	Assists with curriculum design and delivery review phase of the self-study report	Guide #1 Section 1 & 3
Twenty First Century Learner Skills	Skills and abilities that today’s students need to succeed in their careers during the information age.	Guide #2 Section 3.1