Program Review Quality Assurance Plan

KPU

Quality Assurance Plan for: Graphic Design for Marketing

Date submitted to SSCPR: October 2, 2019

Date Self-Study Report approved by SSCPR: January 2019

Date of External Review: March 26, 2019

SUMMARY

Summarize what the program has determined - through evidence - about program quality (e.g. strengths, challenges, opportunities for improvement, potential threats, etc.)

Graphic design is part of a rapidly changing industry that routinely sees major shifts in trends and technologies. Beyond the technology, however, we are well-positioned for the uncertain and ambiguous world of the 21st-century: our program teaches students to think creatively and to defend their ideas with sound research and insight into how people perceive and disseminate visual and written communication.

The SSR and External Review processes have reinforced to us our particular strengths: small class sizes with close relationships to faculty; a graphic design degree with a specialist focus on strategy, business and marketing; preparation for career longevity; a beautiful new purpose-built facility; and, most importantly, we graduate sought-after young designers from our reputable program. In considering our weaknesses, we are consistently underfunded; we suffer from little to no directed marketing; we are competing for students with several Lower Mainland institutions (both degree and diploma programs); and our cohort program model exposes us to attrition and to the loss of FTEs. Drilling down one more level, the degree breadth courses baked into the degree no longer serve our students, our software and technology courses are jammed into one year, and faculty have expressed concerns about the ability to be agile within the confines of university curricular processes.

In looking at opportunities, our faculty have strong ties to industry, particularly through the Graphic Designers of Canada (GDC), our national professional organization. We are looking into potential partnerships, which would offer our program greater exposure and credibility, and event hosting to further market and make use of the Wilson School of Design. We can be more flexible with our course delivery, shortening contact hours and developing fully online modules for our non-studio courses. And we can be less rigid in holding students back by offering opportunities to make up course work in the summer semester. While our many competitors can be perceived primarily as a threat, there is potential here to extend our articulation agreements, and to further reinforce our underlying core specialty in strategy and marketing. And, finally, we are looking at our degree model itself: designed to be structured year to year, to build on skills, there are opportunities here to modernize some of the original degree courses, to open up specific degree breadth courses to electives, and to offer a Special Topics course that provides the flexibility to change with industry demand. In the year since writing the original Self-Study Report, we have seen nearly full cohorts in our first, second and third years, students winning national and international design awards, and alumni landing desirable positions within months of graduation. In short, we have already witnessed the positive outcomes of some of our earliest initiatives and we are confident that the more longterm changes to the degree model and to the establishment of external relationships will further strengthen our program for the next five years.

QUALITY ASSURANCE GOALS

*List the program's Quality Assurance Goals (broad statements about what the program intends to accomplish to ensure program quality). Identify the Recommendation(s) – drawn from the **Self-Study Report and External Review Report** - each Goal addresses. Provide a brief Rationale for each Goal (see the Quality Assurance Plan Guidelines for instructions). Add or remove rows as necessary.*

GOAL 1: Increase student recruitment, conversion and retention

RATIONALE FOR THIS GOAL: Applications for Graphic Design for Marketing have fallen from a high of 200 per year (five years ago) to an average in 2016, 2017 and 2018 of 70. In 2019, we saw an increase to 90, but of those 90, approximately 20 were International applicants (we can take only two international students each year). From this 70, faculty are trying to fill a maximum of 22 seats while maintaining quality and student success. Once students are enrolled, students who either leave the program, wish to take fewer courses per semester or who fail leave unfilled FTEs, exposing GDMA to a high risk financial situation.

Recommendation(s) this Goal Addresses	Report (page number)
Program marketing	SSR pg 17
"Overall, the examiners find that the GDMA program, while being staffed with design and marketing professionals, appears to be under-funded, somewhat misunderstood in the KPU environment, and lacking adequate marketing and promotional support from KPU. We hope that KPU will clarify the brand purpose and message and invest in the GDMA program to support its profitability and sustainability."	ERT pg 8
Administrative and support services for students	SSR pg 44
Cohort study, teamwork and life skills	SSR pg 35
Granting transfer credit to FIND students	SSR pg 25
Development of a GDMA Minor	Please note that this came up in discussion with Carolyn Robertson as a more viable entry point than pursuing an Honours component to fill available seats in GDMA (and to invite diverse students).

GOAL 2: Address current challenges with degree breadth courses

RATIONALE FOR THIS GOAL: Students have commented on the delivery of the second year CMNS 2140 course, and on the 4th year MRKT 4177 and 4201 courses. CMNS 2140 and MRKT 4177 are low-value courses while MRKT 4201, though extremely high-value, is a difficult and overwhelming course that takes away from GDMA coursework. In addition, in speaking with our current Advisory, and in reading peer-reviewed articles on design education, recommended coursework for modern graphic design degrees includes statistics, design research methodologies, data journalism, psychology and sociology. Providing degree breadth beyond our current offerings would allow for a unique market experience, extend our degree to be more agile with the design industry, and provide more rigor to our students.

Recommendation(s) this Goal Addresses	Report (page number)
CMNS 2140, MRKT 4177 and MRKT 4201: *Graphic Design for Marketing will revisit the courses external to the program in order to better assess their current fit and appropriateness for GDMA students. Where possible, Graphic Design for Marketing will meet with program heads and/or current faculty to determine a course of action.*	SSR pg 43
"...the examiners suggest that links to the School of Business areas could be included. For example, GDMA faculty could partner with Applied Communications to maintain course outcomes, relevancy, and writing standard for GDMA students."	ERT pg 7
Technology currency outside of the Adobe Creative Suite	SSR pg 16
Courses with special or selected topics	SSR pg 24

GOAL 3: Re-organize the program model to allow for greater industry agility and strong skills development across all years

RATIONALE FOR THIS GOAL: Our third year is overloaded with UI/UX courses; while we want to maintain this stream of courses, we want to look at a more even distribution across years, as well as look at maintaining core graphic design skills (ie no gaps between 2nd and 4th years). In looking closely at the projects that students routinely place in their 4th year portfolios, faculty recognized a gap in 3rd year: shifting courses around and introducing a new course will help close this gap. In addition, we want to be able to accommodate for rapid changes in the industry re: technologies, design culture, software skills, etc.

Recommendation(s) this Goal Addresses	Report (page number)
Placement of digital design and UI/UX courses	SSR pg 24

Image-making skills and portfolio strength	SSR pg 17
Improving software skills across all years	SSR pg 24
4th year improvements	SSR pg 30
Technology currency outside of the Adobe Creative Suite	SSR pg 17
Video and animation skills	SSR pg 16
Courses with special or selected topics	SSR pg 25
Consistent assessment methods	SSR pg 28

GOAL 4: Look at alternatives for strict co-req/pre-req cohort model

RATIONALE FOR THIS GOAL: While we want to continue to offer our courses in sequence, and with pre-reqs and co-reqs, we do want to look at ways that students can continue to move forward in the degree if they fail or drop one (or more) courses in a semester; and, equally, opportunities for students to come into the program to fill available seats. In the current model, that student must wait an entire year to retake a course, which can set them back considerably and/or discourage them from continuing at all. Beyond student success, the cohort model exposes our program to a high level of risk at the budgetary level in years where attrition is high (as is the case for the cohort graduating in 2020).

Recommendation(s) this Goal Addresses	Report (page number)
Alternatives to the current Pre-reqs and Co-reqs program model: *Given that we are faced with a changing student body, with many of our students working in addition to attending school, not all students can maintain five courses a semester. Instead of holding these students back, we want to look at alternatives for our degree model, that keep students learning progressively while allowing for more flexible degree completion.*	SSR pg 19, 26
"As the report makes clear, the lockstep model of curriculum can be a disadvantage to some students and encourages tightly-knit year-based cohorts; part-time and summer offerings could help students who fall behind keep up with their peers. This may also encourage interaction between cohort years within GDMA and integrate a diversity of majors from across KPU."	ERT pg 3
Flexible or blended learning: *In the next two years, Graphic Design for Marketing will look into options for more flexible learning to allow for off-campus learning and/or scheduling flexibility.*	SSR pg 30
"Here the external examiners note that the format and structure of classes is perhaps not optimal for instruction for various courses offered as part of the degree program. Students and faculty reported that the 4-hour block for individual classes is long and particularly challenging when students have two classes within the same day. In addition to flexible courses (part-time, summer, etc.), a more flexible time-frame for regularly scheduled classes could prove beneficial to the quality of instruction and student experience."	ERT pg 4

GOAL 5: Establish alternative sources of revenue and programme exposure

RATIONALE FOR THIS GOAL: Targeting incoming interested students is just one entry point to Graphic Design for Marketing; in effect, we want to raise the profile of the program across industry, increase the number of scholarships and awards available to students, encourage strong recognition of the Wilson School of Design and offer design courses to BC teachers who are teaching the next generation of incoming KPU students.

Recommendation(s) this Goal Addresses	Report (page number)
Articulation agreement	SSR pg 43
Design events	SSR pg 43
Collaboration between Graphic Design and Product Design	SSR pg 43
Development of K-12 courses	SSR pg 43

RECOMMENDATIONS THE QUALITY ASSURANCE PLAN <u>DOES NOT</u> ADDRESS

List the Recommendations from the Self-Study and External Review this Plan <u>does not</u> address. Provide a brief rationale for why these Recommendations cannot be addressed. Add or remove rows as necessary.

Recommendations	Report (page number)	Rationale
Duplication in project work and topics across the curriculum	SSR pg 34	In our May 2018 Faculty Retreat, we devoted this time to reviewing project work in detail, and are confident that we have resolved project duplication. We will continue to monitor projects by year.
Program-level plan for integrating ongoing student technical training	SSR pg 37	The role of Divisional Lab Coordinator position was created last summer to help manage the new building's technologies, shared spaces and safety protocols. Starting this school year, all incoming students will receive introductory technical training as part of their onboarding. This removes the responsibility from the program level and opens access to all students.
Honours component for subject-specific streaming	SSR pg 17	Currently, there is no budget in place to support an Honours programme, especially given our low student intake numbers (ie it would be difficult to fill seats in Honours courses). In

		addition, with a small faculty, and limited programming spaces within the Wilson School of Design, there are neither the people nor physical space resources to adopt additional courses. This idea was initiated to allow for subject-specific streaming; however, in consultation with our ERT, the reviewers recommended staying the course, and not introducing a reactive set of new courses.
GDMA Minor		At this time, with our FTE intake capped, and our cohorts (ideally) full, we cannot guarantee enough regular seats to establish a Minor. We will continue to consider individual requests from students external to GDMA (esp Marketing students).
Preparation for entry-level jobs	SSR pg 22, 25 ERT pg 3	As part of our External Review, reviewers noted that a better use of our time and resources would be spent on developing a longterm resilient graduate. In addressing other recommendations – primarily upgrades to software skills and to portfolio, and in increasing the duration of our 4th year mentorship, we are in effect preparing students for entry-level positions.
Progress review panels	SSR pg 34, 35; ERT pg 5	As part of our External Review, reviewers noted that we trying to do too much, and extending ourselves without thinking about faculty time as a resource. Scheduling individual review meetings with students on top of regular commitments is not sustainable. The ERT noted that we could better engage industry to help with review panels. We do routinely ask industry to come in (especially as part of the 4th year Major Project reviews); the administrative work required, however, to organize industry to come in for reviews is often as time-consuming as simply doing them internally – at this time, continuing with progress review panels is not sustainable.
Improving software skills across all years	SSR pg 24	At the time of writing the SSR, we had already looked at improvements at our May 2018 Faculty retreat. Initiatives that were put into place in September 2018 have already paid off in terms of student project work. We will continue to evaluate progress yearly, but we feel confident that we have addressed this recommendation (and that in adjusting the placement of courses in 3rd and 4th year, that we are effectively addressing this recommendation).
Short and long term software/hardware audits	SSR pg 37	In January 2019, part of the remaining Wilson School of Design budget was spent on upgrading our Mac Lab to high level 4K external monitors, which has improved the usage and atmosphere of that space. Moving forward, IT will be centralizing the costs for upgrading faculty hardware and software, removing the financial pressure at the program

		level. We are confident that with this new system, along with the Divisional Lab manager role (with upgrades to plotters, printers, photo studio, training, etc.) that our needs are now covered.
Technical support and program spaces follow-up	SSR pg 37	We have moved away from a laptop lease program and, as such, students are now fully responsible for maintaining their computers. In terms of spaces, with upgrades to our computer lab (and soon, to our second monitor room), we have seen dramatic increases in usage.
Program marketing	SSR pg 16	This QA report will be focused solely on event-based marketing as needed, and on efforts that we can control internally. While we desperately need more program-focused, targeted marketing efforts, we acknowledge that we're in a stuck point here: needing time and money devoted to GDMA, but knowing that Marketing must respond to the needs of the entire university. We would also need funding (which can't come from our Operational budget) for paid services like Google adwords and SEO.
Collaboration between GDMA and Product Design	SSR pg 42	This recommendation came out of the possible development of a UI/UX course for both programs. As it stands, neither program has the resources (time or faculty availability) to rework an entire course for both programs (plus complicating factors with scheduling, etc.). Instead, GDMA can look at students taking GDMA courses on a case-by-case basis. The same is true for any other interested students.

QUALITY ASSURANCE FIVE-YEAR ACTION PLAN

*Describe the Quality Assurance Strategies (specific plans of action) the program must achieve to attain its Goal over the next five year. Detail the **steps** the program will take to achieve each Strategy. Add or remove Strategies and tables as necessary.*

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGINS: May 2019

STRATEGY 1: Offer quality workshops and affiliation with local high schools

GOAL(S) THIS STRATEGY SUPPORTS: Increase student recruitment, conversion and retention, Establish alternative sources of revenue and programme exposure

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
High School Yearbook Team workshops and competition (and/or other GDMA-specific workshops offered by faculty as a means of introducing students, parents and teachers to our program)	John Belisle and Michael Cober	05/2019	04/2020 and then yearly	Mike and John (with Gabrielle Durning) are planning and promoting a comprehensive two-day design workshop for high school Yearbook teams and their teachers in an effort to market directly to students already interested in graphic design. The follow-up in the spring will be a judged competition for best design across several categories.
High School Outreach	Carley Hodgkinson	04/2019	Ongoing	Carley has already met with and discussed options for ongoing collaborations with Dean Long, the art and design teacher at Point Grey Secondary in Vancouver, as well as with the graphic design teacher at Lord Byng. The intention is to continue building relationships with influential teachers.
GCD Launch! Student Education Fair and Portfolio Review	Michael Cober, Carley Hodgkinson	10/2019	10/19 and then yearly	The Graphic Designers of Canada BC Chapter have decided to move their yearly student education fair from Langara to KPU starting Fall 2019. This is an excellent opportunity for us to draw attention to the school and building, and increase our word of mouth.

K-12 Design Thinking/ADST Curriculum courses	Carley Hodgkinson	Spring 2020	Ongoing	With the adoption of the new BC Curriculum, we're well positioned to offer specific courses for BC teachers. One module has already been developed: while it did not run due to low enrolment in Spring 2019, there is the opportunity to pilot the course through Open Education (TBD). This will be an ongoing effort to increase revenue streams as well as affiliate with high school teachers.

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? In order to facilitate a largescale Yearbook workshop, catering services, spaces in the Wilson School of Design, equipment (photo lab, printers), tools (sharpies, paper) and prizes (TBD) are required. Similarly with GDC Launch!, catering, and Wilson School of Design spaces are required. For the CPS Design Thinking course to be successful, we need room availability (evenings and/or weekends). In addition, consultation with Teaching and Learning to determine an appropriate cost model: CPS courses will only run if all costs are covered (for example, instructor pay, supplies, travel, equipment use, etc.) and generate a targeted profit margin.
When are these resources required? Fall 2019 for Yearbook and Launch! events (and ongoing, yearly, if both initiatives are successful); spring/summer 2020 for the DT course(s).
What Faculty and/or Institutional support is required? Faculty and staff time are required for all initiatives; most events take place on weekends, and therefore some staff will be paid overtime. For the Monster Yearbook challenge, we are also drawing on help from FSO for their teacher and school contacts, and from Marketing for providing appropriate materials for distribution. Marketing for the GDC event is handled entirely by the GDC — we will promote internally to our students, but we do not require additional institutional resources.

STRATEGY 2: Establish industry partnerships and articulation agreements

GOAL(S) THIS STRATEGY SUPPORTS: Establish alternative sources of revenue and programme exposure; Look at alternatives for strict co-req/pre-req cohort model.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Establish partnership with the GDC (Graphic Designers of Canada)	Michael Cober	May/19	Dec/19	Mike has strong ties to the GDC, and has worked closely with the current President, Leann Prain, to work out a mutually beneficial partnership, thereby increasing the exposure to and legitimacy of the Graphic Design for Marketing program. This partnership may naturally lead into discounted student memberships and earlier exposure to industry, as recommended by our External Committee.
Establish a Wilson School of Design partnership agreement with organizations that wish to work with our students (for graphic design projects). This would fall under the auspices of Applied Research in order to qualify for funding and to make sure that intellectual property rights of students are respected.	Michael Cober, Carley Hodgkinson, Victor Martinez	Sep/19	Apr/20	We have had success with the Richmond Fire Department and a 2017/2018 initiative to produce a multilingual brochure explaining 9-11 protocols, primarily to new immigrants. There is the potential for further work through KPU's Community Outreach (Larissa Petrillo) but we need to establish a solid agreement in order for these large projects to move forward (and to work out appropriate compensation for the school and students).
Investigate articulation agreements with other schools offering graphic design programs, starting with Karin Yaeger at UFV.	Carley Hodgkinson	Jan/20	Jun/21	GDMA has an existing articulation agreement with Langara College that is consistently successful (and which draws on average one to two students into our second year). Based on key demographics (in the Fraser Valley), establishing an articulation agreement with UFV's design program would make sense.

Resource Implications (if applicable)
What are the resources required to achieve this Strategy?   WSD event spaces, IT equipment, possible catering services
When are these resources required? TBD; the GDC partnership events would not be frequent, and would be planned yearly in alignment with KPU priorities for WSD spaces
What Faculty and/or Institutional support is required? The GDC agreement asks for use of Wilson School of Design spaces for events and meetings, and for the inclusion of their logo and information on relevant marketing materials. We would need to work with Marketing to ensure that their logo is appropriately displayed and works well with our own branding. We would also need to work with our Events Coordinator and with Facilities to organize and arrange GDC events. With any community-based partnerships for design work, the initiative is a larger one that affects all of the Wilson School of Design, and requires input from all programs, the Research Committee, Risk, etc. For the articulation agreement(s), this will require strong collaboration with the Office of the Registrar and faculty/coordinator time in working out the details.

STRATEGY 3: Improve degree breadth and scheduling flexibility

GOAL(S) THIS STRATEGY SUPPORTS: Look at alternatives for strict co-req/pre-req cohort model; Address current challenges with degree breadth courses

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
In order to offer greater degree breadth, and to remove the current barriers to the 4th-year level required courses in Marketing, open up MRKT 4177/ 4201 to a 3-credit 3XXX or 4XXX Liberal Education elective	Carley Hodgkinson; Andhra Goundrey	Oct/19	Apr/21	In addition to degree breadth, this move also responds to calls for greater degree flexibility (in that courses may be taken during the summer, online, etc.). Requires Ed Advising to choose right path to available courses.
In order to offer greater degree breadth and scheduling flexibility, open up CMNS 2140 to a 2XXX Liberal Education elective	Carley Hodgkinson	Oct/19	Apr/21	
Develop a summer semester Guided Study for 1st and 2nd year-level GDMA studio courses	Carley Hodgkinson; John Belisle	Sep/19	Apr/20	Students can work on different course materials and have the opportunity to receive credit over the summer for failed GDMA studio course(s) (1st and 2nd year only). One instructor can cover the needs for all courses (anticipating five or fewer students in any given summer).
Move to 3-hour course blocks for Academic-stream GDMA courses with the option of 3-hr blocks for studio courses	Carley Hodgkinson	Oct/2019	Apr/20	4-hr blocks are onerous for both students and faculty, esp for lecture-based classes (eg Graphic Design History). We may look at moving to 3-hrs for studio classes as well (and will allow for the option on all course outlines)
Look into the feasibility of offering fully online classes, esp. for subjects that do not have a studio (project-based) component	Carley Hodgkinson, Erin Ashenhurst	Sep/20	Jun/22	1XXX Graphic Design History courses could be developed into online modules, as could some of the other academic-streamed courses.

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? Budget approval for a summer Guided Study (for faculty salary); space is not required as course would be delivered via Skype/online channels to facilitate student meetings but no formal class times. The Guided Study process would be based on specific student need and faculty paid per student rather than set up an entire course. Possible time release and/or a teaching and learning grant to build an online course.
When are these resources required? Summer 2020 target for the Guided Study initiative
What Faculty and/or Institutional support is required? Faculty time, primarily, within Graphic Design. We will need support from Andhra Goundrey, Lily Yew, Faculty Council, the Curriculum Committee, as well as at the Senate approval levels, for major proposed course and degree changes. For the development of the Guided Study course, we need administrative help through registration, and facilitation through Ed Advising to help students understand the model. Input and guidance from Teaching and Learning to develop online courses, plus coordination through registration.

STRATEGY 4: Focus on program currency

GOAL(S) THIS STRATEGY SUPPORTS: Increase student recruitment, conversion and retention; Re-organize the program model to allow for greater industry agility and strong skills development across all years

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Replace a 3rd year course with a Special Topics container for community engagement projects, new technologies, and advanced animation, film and art directorial skills (in response to the need to be agile relative to industry trends as well as project partnership opportunities).	Carley Hodgkinson, Mike Cober	Sep/19	Jun/21	In order to allow for discipline changes, as well as opportunities that come up organically for community engagement, we propose changing our current GDMA 3222 to GDMA 3XXX Special Topics
Move **GDMA 3220 User Experience and Interface Design 2** from the Spring of 3rd year to the fall of 4th year; moving **GDMA 4216 Advanced Typographic Communications** from the spring of 4th year to the Spring of 3rd year	Carley Hodgkinson	Sep/19	Jun/21	Move order of key courses so that UX/UI skills are spread out over several years and that advanced typography is mastered earlier
Continue to review and update course outlines	All faculty	Fall 2019	April 2020 plus ongoing	With a general overhaul of the degree model, we are looking at each course outline in detail for accuracy, currency and alignment across years. Most updates are relatively lightweight changes that take out obsolete learning

			Apr/21	outcomes and/or use more accurate industry terminology.
Rename some existing courses to have titles that are easier to understand by potential students and more relevant to current graphic design practices. These include: **GDMA 2210 Interactive and Integrated Media Design** to **GDMA 2210 Web Design; and GDMA 2222 Integrated Media Software Applications** to **GDMA 2222: Video and Animation**	All faculty	Fall 2019	Apr/21	

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? *Click here to enter text.*
When are these resources required? *Click here to enter text.*
What Faculty and/or Institutional support is required? Faculty and administrative time; close collaboration with the Dean's Office, and approvals through Faculty Council and Curriculum Committee; in some cases, approvals at the Senate level. Also, planning for a rollout in which cohort years will be operating on two different degree models for a period of overlap.

STRATEGY 5: Focus on student success

GOAL(S) THIS STRATEGY SUPPORTS: Increase student recruitment, conversion and retention; Establish alternative sources of revenue and programme exposure

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Teach and repeat cohort/project management/conflict resolution skills in all years; this may potentially involve offering microcredentials so that students have an official value-add for their résumés.	All faculty	Sep/19	Sep/20 and then yearly	This came out of our student and alumni surveys — a deficit in team skills. We are sensitive to cohort-specific social challenges and have started offering workshops at the beginning of the fall semester to 3rd and 4th year students, with the intention of formalizing training across all years.
Invite Gina Buchanan to a GDMA Faculty meeting to offer a program-specific workshop on assessment strategies	Carley Hodgkinson	Oct/19	Dec/19	Both students and faculty have noted differences in assessment styles and a frustration in not always knowing the right

				way to mark complex project work. Gina has offered to come to one of our faculty meetings to offer us a program-specific workshop.
Grant transfer credit to FIND students coming into GDMA six credits of GDMA coursework	Carley Hodgkinson	Sep/19	Apr/20	As we want to encourage FIND students to continue into degree programs, formalizing transfer credits would present a clear win.
Collaborate with Denise Dale on keeping GDMA library offerings current, and on bringing students into the library routinely for tours, tutorials, exercises, etc.	Carley Hodgkinson, all faculty	Oct/19	Dec/19	It was noted by our ERT that our students make very little use of library facilities, and that this may present a barrier to their learning. Instead of assuming that students will use the library on their own, we want to make a more concerted effort to show them the physical resources, program guides, citation guides, etc. as well as add to the available books and periodicals for GDMA. In addition, we'd like to maintain resource currency.
Continue to test new grad show/industry night strategies in order to increase industry awareness while still providing students with an experience.	Mike Cober, David Young	Apr/19	Apr/20	In Spring 2019, we moved to a model of developing a comprehensive portfolio website, as well as a campaign to invite viewership from industry instead of a traditional grad show event. We collected data from this initiative, and we're pleased with the results in terms of learning outcomes and number of unique visitors. Many of our students landed jobs through their online exposure. We are also piloting an initiative this fall to have our Major Project presentations at a downtown Vancouver location, as a specific industry event, in order to offer that essential in person exposure to industry professionals.

	Resource Implications (if applicable)
What are the resources required to achieve this Strategy? In the case of upgrading library resources, we will need to collaborate with the library on an appropriate distribution of resources to GDMA; for industry events and our archived website, we need an event and project fees budget (which is already accounted for through our Operations budget). For larger industry events, it falls to students to fundraise.
When are these resources required? By fiscal year end 2020 as well as yearly on an ongoing basis
What Faculty and/or Institutional support is required? The addition of teamwork skills requires faculty involvement and training; planning for external industry events requires faculty and administrative support (normally our Program Assistant, Events Coordinator and Business Manager); the other initiatives are relatively manageable in that they are direct-support asks. Granting FIND transfer credits will require approval through the curriculum committee as well as work with the registrar's office.

STRATEGY 6: Target Graphic Design for Marketing content toward potential applicants and their teachers/parents

GOAL(S) THIS STRATEGY SUPPORTS: Increase student recruitment, conversion and retention; Establish alternative sources of revenue and programme exposure

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Update kpu.ca/design/gdma content to be more student-friendly, with current photos, to better tell the story of our program	Carley Hodgkinson; Alia Ahmed	May/19	Dec/19 And then ongoing	This initiative has already started, and will continue into the fall, with the intention of making our core benefits clearer, getting rid of duplicated information or media, and breaking up the text to be more scannable.
Produce a GDMA-specific video shot in the WSD building	Carley Hodgkinson; Gabrielle Durning	Jan/20	Sep/20	Our 2017 video is no longer current. With the new building, we would like to showcase the spaces, architecture and student experience as a draw to new students.
Feature student work and the student experience	Alia Ahmed	Sep/19	Apr/20 and ongoing	Starting this fall, all of our GDMA-specific social media posts will feature the work of current students and/or short videos about their experiences. We want to market our quality, feature our award winners, and provide students with a growing portfolio of digital content for future job applications.

Resource Implications (if applicable)
What are the resources required to achieve this Strategy?   Funding for the GDMA video (about $5k); availability of production company
When are these resources required? Spring/Fall 2020
What Faculty and/or Institutional support is required? For GDMA-specific web content, the edits fall to the Coordinator and Program Assistant. For a new video, coordinating efforts among the Coordinator, PA, Events Coordinator, students and the production company will need to take place (as well as room and general space availability).

PLAN SUPPORTED BY:

Dr. Sandy Vanderburgh   *Sandy Vanderburgh*   *October 03, 2019*

Provost's Name   Provost's Signature   Date

                                 A Goundrey

Andhra Goundrey   October 1, 2019

Interim Dean's Name   Interim Dean's Signature   Date