

## SENATE STANDING COMMITTEE ON PROGRAM REVIEW

**Regular Meeting**  
**Wednesday, April 24, 2024**  
**2:00 p.m. - 4:00 p.m.**  
**Teams**

### AGENDA

- |    |   |                                  |      |
|----|---|----------------------------------|------|
| 1. | Call to Order .....   | Donna Danielson                  | 2:00 |
| 2. | Approval of Agenda  |                                  |      |
| 3. | Approval of Minutes, March 20, 2024   |                                  |      |
| 4. | Chair's Report  |                                  |      |
|    | 4.1. Progress on Self-Study Reports (SSRs) .....                                    | Donna Danielson                  | 2:05 |
| 5. | New Business  |                                  |      |
|    | 5.1. Technical Apparel Design Third Annual Follow-Up Report.....                    |                                  |      |
|    | .....   | Lindsay Norris, Andhra Goundrey  | 2:15 |
|    | 5.2. Interior Design Third Annual Follow-Up Report .....                            | Paola Gavilanez, Andhra Goundrey | 2:30 |
|    | 5.3. Computer Science in Information Technology Second Annual Follow-Up Report..... |                                  |      |
|    | .....   | Mandeep Pannu, Stephanie Howes   | 2:45 |
|    | 5.4 Journalism External Review Report.....  | Donna Danielson                  | 3:00 |
| 6. | Items for Discussion  |                                  |      |
| 7. | Manager's Report for OPA .....  | Melike Kinik-Dicleli             | 3:10 |
| 8. | Adjournment   |                                  |      |

## SENATE STANDING COMMITTEE ON PROGRAM REVIEW

**Minutes of Regular Meeting**

**Wednesday, March 20, 2024**

**2:00 p.m. – 4:00 p.m.**

**MS Teams Online**

Voting Members (13)		
Aimee Begalka Craig Wright David Burns Donna Danielson, Chair Fergal Callaghan, Vice-Chair Jeff Dyck	Hao Ma Jennifer Gao Judy Benevides Lindsay Norris Lori McElroy Tomasz Gradowski	Alan Davis
		<b>Non-voting</b>
		Catherine Schwichtenberg Nishan Perera
Regrets	Senate Office	Guests
Krista Gerlich-Fitzgerald Melike Kinik-Dicleli Zena Mitchell	Michelle Molnar	Eryk Martin Sarah Fessenden Shelley Boyd

### 1. Call to Order and Territorial Acknowledgement

The Chair, Donna Danielson, called the meeting to order at 2:00 p.m.

### 2. Approval of Agenda

**Fergal Callaghan moved the agenda be confirmed as amended.**

**The motion carried.**

### 3. Approval of Minutes, January 24, 2024

**Tomasz Gradowski moved the minutes be accepted as amended.**

**The motion carried.**

### 4. Chair's Report

The Chair provided an update on the following items:

#### 4.1. Progress on Self-Study Reports (SSRs)

The Chair noted incoming SSRs today and in April.

#### 4.2. Site Visits & External Review Reports (ERRs)

The Chair provided background developing a pool of internal KPU members are acquired for external reviews and thanked all involved with helping to create a pool of reviewers for future reviews.

#### **4.3. Follow-up on Quality Assurance Plans (QAPs)**

It was noted that the two outstanding QAP's that have now been submitted. The chair clarified that Annual Follow-up Reports are due on the anniversary of when the Senate Standing Committee on Program review approves the Quality Assurance Plan.

### **5. New Business**

#### **5.1. History Second Annual Follow-up Report**

The chair summarized comments from the reviewers noting the commendable work by the History department, in particular, the inclusion of Indigenization to curriculum.

The committee discussed the “completed by” column in the Annual Follow-Up Report and clarified that departments should leave the original completed by date, and add an updated date is the original was not achieved as this would better reflect the progress and work accomplished.

**Fergal Callaghan moved that the Senate Standing Committee on Program Review approve the History Second Annual Follow-Up Report as attached.**

**The motion carried.**

#### **5.2. Non-Governmental Organizations and Nonprofit Studies Self Study Report**

The chair noted a well written succinct, easy to read plan for a complex program. The committee discussed the issues involving low student demand, focusing on the vast choice of classes listed in the curriculum and noted that mapping program learning outcomes of so many courses at varying levels would be extremely difficult. The committee discussed recommendations moving forward and the chair will work with the proponent to implement the recommendations as approved.

**Lindsay Norris moved that the Senate Standing Committee on Program Review approve the Non-Governmental Organizations and Nonprofit Studies Self Study Report as amended based on discussions at the meeting.**

**The motion carried.**

### **6. Items for Discussion**

#### **6.1. Changes to AC3 Policy and Procedure**

Lori McElroy, Associate Vice-President, Planning & Accountability, reviewed the proposed changes to [AC3 – Program Review](#) which includes ensuring consistency so that all programs are reviewed every five years as well as clarification on timelines.

### **7. Manager's Report for the Office of Accountability and Planning**

Lori McElroy, Associate Vice-President, Planning & Accountability presented the report on behalf of the Manager of Quality Assurance.

## **8. Adjournment**

The meeting adjourned at 3:23 p.m.

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## SENATE STANDING COMMITTEE ON PROGRAM REVIEW

**Agenda Number:** 5.1

**Meeting Date:** April 24, 2024

**Presenter(s):** Lindsay Norris, Andhra Goundrey

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**AGENDA TITLE:** TECHNICAL APPAREL DESIGN THIRD ANNUAL FOLLOW-UP REPORT

**ACTION REQUESTED:** Motion

**RECOMMENDED RESOLUTION:** THAT the Senate Standing Committee on Program Review approve the Technical Apparel Design Third Annual Follow-Up Report as attached.

THAT the program submits another annual follow-up report next year.

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### COMMITTEE REPORT

For Secretariat Use Only

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#### Attachments

Technical Apparel Design Third Annual Follow-Up Report

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#### Submitted by

Melike Kinik-Dicleli, Manager of Quality Assurance, Office of Planning & Accountability

#### Date submitted

April 5, 2024



## Technical Apparel Design Third Annual Follow-Up Report

**Date Self-Study Report approved by SSCPR:** January 18, 2020

**Date of External Review Site Visit :** September 24 & 25, 2020

**Date Quality Assurance Plan approved by SSCPR:** January 27, 2021

**Date Third Annual Follow-Up Report submitted:** March 20, 2024

**Date First Annual Follow-Up Report approved by SSCPR:** February 16, 2022

**Date Second Annual Follow-Up Report submitted:** February 22, 2023

**Date Second Annual Follow-Up Report approved by SSCPR:** March 15, 2023

### Third Progress Report

**MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGAN:** December 2020

STRATEGY 1: Update all existing course outlines and create course outlines for three new proposed courses.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: #1 - Update all current courses for relevancy and currency. Develop and implement three new courses into the Fall 2021 curriculum including a technical drawing course, an advanced pattern drafting and sewing course, and an optional career development/work experience course.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
Update all existing Technical Apparel Design courses for relevancy and currency.	Faculty	Dec 2020	Jan 2021	Complete (Jan 2021)
Create new course outlines for three new proposed courses: Technical Drawing, Career Prep, Work Experience.	Faculty and Chair	Dec 2020	Jan 2021	Complete (Feb 2021)
The Curriculum Committee approves all course updates and new course outlines.	Chair	Dec 2020	Feb 2021	Complete (Feb 17, 2021- Approved by the Design Curriculum Committee)
SSCC approves all updates and new courses.	Chair	Dec 2020	Mar 2021	Complete (March 10, 2021- Approved by SSCC committee)
Senate approves all updates and new courses.	Chair	Dec 2020	Mar 2021	Complete (March 22, 2021- Approved by Senate)
Update website and marketing materials to reflect curriculum changes for Fall 2021 cohort.	Program Assistant	Dec 2020	Mar 2021	Complete (March 2021)



## Technical Apparel Design Third Annual Follow-Up Report

STRATEGY 2: Hire up to two new Instructors to join the Technical Apparel Design faculty.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: #2 - Diversify faculty by hiring up to two new Instructors to teach in the Technical Apparel Design program.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Draft call out for new Instructors in the Technical Apparel Design program (internal search).	Chair	Feb 2021	Mar 2021	Complete (April 2021)
DETA Search Committee conducts interviews to vet possible new Instructors (internal search).	DETA Hiring Committee	Mar 2021	Apr 2021	Complete (May 2021)
Draft call out for new Instructors in the Technical Apparel Design program (external search).	Chair	Apr 2021	Apr 2021	Move to Feb 2022- The Internal search satisfied the needs of the possible new instructors for the workload needs for 2021-2022 Completed (April 2022) a qualified faculty list (QFL) search to satisfy the workload needs for 2022-2023. Two faculty retired from the program Fall 2022 which resulted in a need to broaden the qualified faculty list. In Fall of 2022 the program has hired four new faculty members who come from a wide range of industry and educational backgrounds.
DETA Search Committee conducts interviews to vet possible new Instructors (external search).	DETA Hiring Committee	May 2021	May 2021	Move to Feb 2022 - The Internal search satisfied the needs of the possible new instructors for the workload needs for 2021-2022 Complete (April 2022) qualified faculty list search satisfied the needs for workload needs for 2022-2023
Technical Apparel Design hires up to two new Instructors to teach in the program starting in the Spring 2022 semester.	Chair, Wilson School of Design (WSD) Dean	Sep 2021	Sep 2021	Complete (Sept 2021) for the first year of the rollout

## Technical Apparel Design Third Annual Follow-Up Report

STRATEGY 3: Develop program initiatives that increase interaction between our Advisory Committee/tech apparel industry members and our students.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: #3 - Develop stronger connections between our Advisory Committee/tech apparel industry members and our students.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Explore new ways to have our Advisory Committee/tech apparel industry engage with our students on a regular, consistent basis.	Chair	Jan 2021	Dec 2021	Complete (Dec 2021) Mentorship program created which pairs students with advisory board members on capstone development.
Assess the current Mentorship program and determine how to formalize and enhance it.	Chair	Jan 2021	Apr 2021	Complete (April 2021) Mentorship program format and expectations
Develop an acknowledgement program for the service of our Advisory Committee and industry members.	Chair	Jan 2021	Dec 2021	Extended to April 2022 Complete (Nov 2022) Program has developed a revised schedule for in-person events which includes Industry Capstone presentations and the Wilson School of design graduation showcase. Advisory committee and industry members are acknowledged on the KPU website, information session materials, and the Graduation showcase.
Capture all activities between the Advisory Committee/industry to use for marketing initiatives.	Chair	Jan 2021	Dec 2021	Extended to April 2022: Align with AC1- possibilities to centralize in the dean's office Complete (April 2022) All activities are being tracked and include donated samples and photo evidence of student work supported by industry.

STRATEGY 4: Launch Technical Apparel Design International Field School.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: #4 - Create a Technical Apparel Design International Field School by 2023.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Research other Wilson School of Design field schools.	Chair	Sep 2021	Nov 2021	Complete (Dec 2021)
Draft Technical Apparel Design field school proposal.	Chair	Jan 2022	May 2022	On Track (Feb 2022) proposal for international field school experience. The initial proposal for an International field school for the Technical Apparel Design program has been revised and submitted for review Feb 2023 to the WSD Curriculum committee. The proposal revisions include a 'DESN' instead





## Technical Apparel Design Third Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
				<p>of a “DETA” designated. A “DESN” designation allows the course to be an ‘open access’ course offering and will offer a wider range of apparel design students to participate in the Field School initiatives.</p> <p><i><a href="#">This course was removed from the program priorities due to the changes found in the WSD DESN designation. Currently the Foundations in Design program is changing their course designation to DESN as it would support the WSD initiatives of developing more open courses in design. Currently the two WSD programs that were initially identified as similar programs that would benefit from an international field school, Fashion Design &amp; Product Design, do not have space within their curriculum updates to support this open access course. The Technical Apparel Design program is looking at the master degree policies and frameworks currently being developed and would benefit from alternative program changes.</a></i></p>
WSD Curriculum Committee approves course outline.	Chair	Feb 2022	Mar 2022	Revised completion date (Dec 2023). No longer relevant, removing from the plan as per above.
SSCC approves course outline.	Chair	Mar 2022	Mar 2022	Revised completion date (Jan 2024). No longer relevant, removing from the plan as per above.
Senate approves course outline.	Chair	Apr 2022	Apr 2022	Revised completion date (Feb 2024). No longer relevant, removing from the plan as per above.
Update website and marketing materials to reflect curriculum changes for Fall 2021 cohort.	Program Assistant	May 2022	May 2022	Revised completion date (May 2024). No longer relevant, removing from the plan as per above.

STRATEGY 5: Consult with all stakeholders affected by increased access and support to labs; develop and implement this plan.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: #5 - Increase access (longer hours) and support (prototype/production lab technicians available to help students, while labs are open) for students when they use the Wilson School of Design labs.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
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## Technical Apparel Design Third Annual Follow-Up Report

Consult with other Wilson School of Design programs, the WSD Operations Committee, Faculty Council, and the Dean's Office to determine everyone's needs for increased access and support to labs.	Chair	Jan 2021	May 2021	Complete (May 2021)
Develop a plan with all relevant stakeholders that will increase access and support to labs for all WSD students.	Chair	Jan 2021	May 2021	Complete (Sept 2021) Online Student Training modules and increased number of equipment training sessions
Implement new plan via Dean's Office hiring process.	Chair	Sep 2021	Sep 2021	Complete (Sept 2021) Aligned with other WSD programs



## Technical Apparel Design Third Annual Follow-Up Report

STRATEGY 6: Create pathways for our graduates to pursue their master’s degree.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: #6 - Develop articulation agreements that define pathways for our graduates to pursue a related master’s degree program with up to three academic institutions.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Review previous communications with Heriot-Watt University. Evaluate whether they are still an appropriate post-Secondary University to form an articulation agreement with, that would enable our students to complete a master’s degree at their institution.	Chair	Sep 2021	Sep 2021	Revised completed by date (March 2022): delayed due to changes in program chair and prioritization of initiatives . Revised completion date (Dec 2023). Due to retirements in the program 4 new faculty were hired and onboarded to replace vacancies resulting in a shift of program prioritization.  We are no longer seeking an agreement with Heriot-Watt, as we would like to peruse our own master’s program under this new policy at KPU without an articulation agreement as proposed before. (ideally for Fall 2027)
Research and identify up to three post-secondary institutions that offer related master’s degree programs.	Chair	Sep 2021	Dec 2021	Completed (Dec 2021)
Develop articulation agreements with up to three academic institutions.	Chair, WSD Dean	Jan 2022	Sep 2022	On Track (Jan 2022) Reviewing program graduate outcomes, course offerings and program models in detail. Revised completion date (Mar 2024). Due to retirements in the program 4 new faculty were hired and onboarded to replace vacancies resulting in a shift of program prioritization. Currently working with the Deans office to review institutions which are aligned with the Wilson School of design’s strategic plan in conjunction with the WSD strategic initiative report on graduate studies completed April 2022.
Develop communications strategy to inform students and potential applicants of this opportunity.	Chair	Sep 2022	Dec 2022	Revised completion date (Sept 2024).  This is no longer relevant no that we are perusing a masters within KPU.



## Technical Apparel Design Third Annual Follow-Up Report

STRATEGY 7: Increase enrolment using a new marketing strategy.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: #7 - Develop and implement a new marketing strategy that will result in increased enrolment.

<b>Step(s) Required to Achieve this Strategy</b>	<b>Led by</b>	<b>Start on (M/YY)</b>	<b>Complete by (M/YY)</b>	<b>Progress to Date/Reasons for Lack of Progress</b>
Further research whether a program name change is necessary.	Chair	Jan 2021	Apr 2021	Complete (April 2021)
List all program factors that would contribute to increased enrolment.	Chair	Jan 2021	Apr 2021	Complete (Dec 15, 2021) Faculty meeting
Develop a marketing strategy for the Technical Apparel Design program.	Chair	Sep 2021	Dec 2021	Completed (Jan 2022) Initial marketing strategy developed with FSO and International Recruitment
Review strategy and consult with the WSD Communications team and the KPU Marketing team.	Chair	Jan 2022	Mar 2022	On Track- Finalize marketing materials (Feb 2022) and host information sessions with International Recruitment (Feb 2022) Complete (Mar 2022)



SENATE STANDING COMMITTEE ON PROGRAM REVIEW
Reviewers' Comments: Technical Apparel Design Third Annual Follow-Up Report

PROGRAM UNDER REVIEW: Technical Apparel Design

Instructions for Reviewers

Your assessment should ensure that progress on the Goals and Planned Actions is clearly articulated. If no progress has occurred on a Goal and/or Planned Action, please ensure that a clear rationale has been provided.

OVERALL ASSESSMENT:

Please provide a brief assessment of the Annual Follow-Up Report under review and an overall recommendation.

Reviewer #1: Very clear and complete report. The program has made effective use of the program review process to update curriculum and improve the program overall. I particularly like the mentorship opportunity for students created through the Program Advisory Committee.

Reviewer #2: Strategies 1, 2, 3 & 5 completed with minor timing adjustments made to completion dates during progress. Well documented process for review. Strategy 4 was investigated and decision made not to pursue further at this time as a program specific field school. The alternative strategy of a Design wide field school or master degree option are both suitable alternatives, however, would be at least 18-24 months prior to implementation.

Changes made to from DETA to DESN were thoroughly reviewed and completed effective for Fall 2024.

The Report (click on the box that corresponds to your recommendation):

- Reviewers' comments with checkboxes for approval or rejection by the SSCPR.

MAJOR ISSUES AND SUGGESTED ACTIONS:

Complete this section ONLY if you have identified the following major issues with the Annual Follow-Up:

- Progress to date is unclear.
No clear rationale has been provided for why no progress has occurred.

Table with 3 columns: Issue (page #), Suggested Action, Program's Response. Row 1: p. 4 contains an explanation as to why the program is no longer considering field schools, but the explanation requires fuller clarification. It sounds like there are multiple reasons why field schools are no longer being considered, but clarity would be helpful.

MINOR EDITS (Spelling, syntax, word choice and other mechanical issues).

Please list corresponding page numbers. Minor edits are NOT discussed at the SSCPR meeting. Add or remove rows as needed.

Table with 1 column: Minor Edits (page #). Row 1: p. 6 has a typo in the last line: "no" should be changed to "now"

## SENATE STANDING COMMITTEE ON PROGRAM REVIEW

**Agenda Number:** 5.2

**Meeting Date:** April 24, 2024

**Presenter(s):** Paola Gavilanez, Andhra Goundrey

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**AGENDA TITLE:** INTERIOR DESIGN THIRD ANNUAL FOLLOW-UP REPORT

**ACTION REQUESTED:** Motion

**RECOMMENDED RESOLUTION:** THAT the Senate Standing Committee on Program Review approve the Interior Design Third Annual Follow-Up Report as attached.

THAT the program submits another annual follow-up report next year.

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### COMMITTEE REPORT

For Secretariat Use Only

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#### Attachments

Interior Design Third Annual Follow-Up Report

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#### Submitted by

Melike Kinik-Dicleli, Manager of Quality Assurance, Office of Planning & Accountability

#### Date submitted

April 5, 2024

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**SENATE STANDING COMMITTEE ON PROGRAM REVIEW**  
 Reviewers' Comments: Interior Design Third Annual Follow-Up Report

PROGRAM UNDER REVIEW: Interior Design

**Instructions for Reviewers**

Your assessment should ensure that progress on the Goals and Planned Actions is clearly articulated. If no progress has occurred on a Goal and/or Planned Action, please ensure that a clear rationale has been provided.

**OVERALL ASSESSMENT:**  
*Please provide a brief assessment of the Annual Follow-Up Report under review and an overall recommendation.*

**Reviewer #1:** This is a very impressive report. Congratulations to the program faculty on making so much progress since the last report, with almost every item now marked as complete. A lot of great work has been done (and continues to be done). I just have a few comments below.

**Reviewer #2:** Overall, how this program has evolved and all of the work and effort that has gone into getting it there, is truly amazing. Congratulations on developing the programs into ones that are leading the market.

I have a few comments/suggestions below that are intended to emphasize and support what you have done, not to question it.

**Reviewer #3:** The report thoroughly documents progress and completed actions with clear timelines. It transparently details ongoing activities and explains delays, reflecting a proactive approach to continuous improvement and stakeholder engagement within the program.

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**The Report (click on the box that corresponds to your recommendation):**

Reviewer #3: Recommend for approval by the SSCPR as is

Reviewer #1 & #2: Recommend for approval by the SSCPR pending suggested actions (see below)

Recommend for rejection by the SSCPR

**MAJOR ISSUES AND SUGGESTED ACTIONS:**

Complete this section ONLY if you have identified the following major issues with the Annual Follow-Up:

- a) Progress to date is unclear.
- b) No clear rationale has been provided for why no progress has occurred.

Issue (page #)	Suggested Action	Program's Response
Page 5, Strategy 1, tenth step (Implement revised course curriculum.) The "Complete By" column says this is completed, and the "Progress column" says "on track to be completed by the end of the spring 2024 semester".	If it is completed, perhaps update the wording in the "Progress" column to reflect the completion.	Text corrected in report. Progress column now reads: "Roll out of revisions for year 2 and 4 of the program and the completed transition to the revised BID & BID Honours began in the fall 2023 academic year and have now been completed."
Page 5, Strategy 1 (Monitor course revision effectiveness...)	Although it is indicated as "Completed", the details give the impression that minor changes are	Text corrected in report. Sentence in question now reads: "Roll out and program



**SENATE STANDING COMMITTEE ON PROGRAM REVIEW**  
 Reviewers' Comments: Interior Design Third Annual Follow-Up Report

	<p>still needed to be made to the course outlines. If this is true then I would suggest adding the date that the course revisions will become effective. If these revisions have already been implemented then I would suggest adjusting the wording accordingly to reflect this.</p>	<p>changes have been proven successful and only minor changes in delivery details such as assignments were identified. These have now been implemented."</p>
<p>Page 8, Strategy 3 (Monitor student demand...)</p>	<p>A Complete By date is given of Fall 2024. Based on the issues that have been encountered around obtaining data for student demand is this a realistic date of resolution or should this date be pushed out?</p> <p>I would also suggest clearly indicating what is being reported to meet CIDA requirements in the interim.</p>	<p>We are optimistic that this date can be achieved. I am happy to report that after the initial submission of the Third Follow-Up Report, we heard back from OPA stating that "All the data that you need are available in our dashboards. [...] You can design the report for your website that would put together the relevant data in compliance with CIDA's requirements."</p> <p>I am meeting with OPA on April 23<sup>rd</sup> to get training on how to produce the reports.</p> <p>Regarding interim reporting: I have revised the progress comments to include the following:" In order to meet CIDA's requirements, we intend to update and publish the information on our website every September. Information for the September 2023 update was collected and published by the department to the extent that our resources and abilities allowed."</p>
<p>Page 13, Strategy 6 (Schedule professional development...)</p>	<p>Add what the session topic that Jennifer Anaquod delivered as this aligns with KPU's mission and therefore is important to document.</p>	<p>While I informally remember our discussions on Indigenous inspiration vs. appropriation in interior design, I am not able to find any formal documentation stating the topic of the session with Jennifer Anaquod or the date and time it may have happened. For the sake of accuracy, I have removed the</p>





**SENATE STANDING COMMITTEE ON PROGRAM REVIEW**  
 Reviewers' Comments: Interior Design Third Annual Follow-Up Report

		mention of this session from the report. Instead, I have included the following current information: “Additionally, faculty members have attended a session led by Pam Baker, KPU’s Indigenous Designer-in-Residence on Indigenous design and fashion and a session facilitated by Indigenous artist Debra Sparrow on the history and importance of weaving.”
Page 13, Strategy 6, first step, end of “Progress” column.	For the benefit of future non-KPU readers of this document, perhaps mention that Jennifer is from the Indigenous Studies department.	Please see comment directly above.
Page 14, Strategy 6, second step. The first part of this step is aimed at increasing diversity (first bullet in the “Step(s)...” column). However, diversity is not mentioned in the Progress column.	Could you add a comment on how the diversity part of this step was addressed? (Maybe I misunderstand the meaning of “diversity” in this context. I interpret it as meaning an EDI initiative, but perhaps I am wrong.)	Text edited in report. Paragraph now reads: “In addition, the committee completed the search to replace the two full-time regular faculty after their retirement. Appointments have been made and faculty started teaching in the fall of 2023. The selection of new faculty appointees was successfully informed by the search committee’s intent of increasing the representation and inclusion of diverse groups within the department.”

**MINOR EDITS (Spelling, syntax, word choice and other mechanical issues).**

Please list corresponding page numbers. Minor edits are NOT discussed at the SSCPR meeting. Add or remove rows as needed.

<b>Minor Edits (page #)</b>
Page 12, Strategy 5 (Work with the WSD Dean...) – there is a spelling mistake under the Progress to Date column, in the second paragraph, accomplished is spelled incorrectly
Page 12, Strategy 5, second step, “Progress” column. Typo in “acoomplished”.
Page 14, Strategy 6, second step, “Progress” column. Typo in “planed for succession”.
Page 14, Strategy 6, second step, end of “Progress” column. Typo in “sumer”.



## Interior Design Third Annual Follow-Up Report

**Date Self-Study Report approved by SSCPR:** January 22, 2020

**Date First Annual Follow-Up Report approved by SSCPR:** March 16, 2022

**Date of External Review Site Visit:** June 22 & 23, 2020

**Date Second Annual Follow-Up Report approved by SSCPR:** April 12, 2023

**Date Quality Assurance Plan approved by SSCPR:** February 24, 2021

**Date Third Annual Follow-Up Report submitted:** April 1, 2024

### Third Progress Report

**MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGAN:** January 2021

STRATEGY 1: Re-evaluation & evolution of the curriculum: review/refine/revise and update program content to ensure learners develop robust core competencies and that the program is responsive to the profession of Interior Design.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: GOAL 1: Remain Accredited, Current, Innovative & Relevant. GOAL 2: Focus on student success and ensure the program remains viable and sustainable.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
Schedule ongoing faculty meetings and work collaboratively, utilizing reflective practice techniques and strategic ways to review/refine/revise program content (existing curriculum, structure, and outcomes) based on the recommendations made by the Council for Interior Design Accreditation 's (CIDA) latest accreditation report as well as our internal review. <ul style="list-style-type: none"> <li>• Revise curriculum content to ensure professional readiness, and to address future trends and drivers for change such as sustainability, advancement in technology, and globalization.</li> </ul>	IDSN Chair & Faculty	Spring 2021 & IDSN May 2021 Faculty Retreat	Dec 2021 <b>Completed</b>	<p><b>Accomplished</b></p> <p>Over the spring, early summer and fall semester, Interior Design faculty met regularly to work collaboratively on curriculum revisions. This included a series of intensive meetings at the end of the spring semester, continued with refinements over the summer, and required regularly weekly/bi-weekly meetings during the fall semester to revise the program and approve course outlines. Proposed changes reflect an evolution of our curriculum and seek to address key recommendations made by our latest accreditation report as well as our internal review.</p> <p>The team will continue the practice of curriculum review, assessment, and alignment on an annual basis.</p>

## Interior Design Third Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
<ul style="list-style-type: none"> <li>• Review curriculum integration to support learner convergence of knowledge base while meeting skill development targets.</li> <li>• Work to better streamline projects and deliverables.</li> <li>• Review curriculum in relation to Ministry skill development measures and targets, particularly related to writing and comprehension.</li> <li>• Respond to the British Columbia K-12 curriculum transformation.</li> </ul>				
Consult with appropriate stakeholders, including industry partners.	IDSN Chair & Faculty	Early Spring 2021	Mid June 2021 <b>Completed</b>	<p><b>Accomplished</b>            Informal consultations with various stakeholders took place in the spring &amp; summer 2021.            Stakeholders included Advisory Committee members, for example committee chair Start Rothnie (principal at HCMA Architecture + Design), Carol Jones (principal at Kasian Architecture Interior Design and Planning &amp; 2010 KPU Honorary Degree recipient); plus, various industry guest reviewers and alumni of the program.</p>

## Interior Design Third Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
<p>Consult with various stakeholders regarding a name change for the program as well as investigate the potential of changing the program to an Honours degree designation.</p> <ul style="list-style-type: none"> <li>Including consulting with Josephine Chan (Provost/VPA Office) and David Burns (Senate Office) on AC 10 process on timing for possible Honours degree designation/name change.</li> </ul>	<p>IDSN Chair &amp; Faculty</p>	<p>Jan 2021</p>	<p>(Feb 2021) <b>Completed</b> Dec 2021</p>	<p><b>Accomplished</b></p> <p>At the department spring 2021 retreat, faculty decided not to pursue a name change for the program at this time.</p> <p>Consultations with the following key stakeholders regarding the honours degree started in spring of 2021 and continued throughout the fall 2021:</p> <p>Office of the Provost:</p> <ul style="list-style-type: none"> <li>- <i>Sandy Vanderburgh</i></li> <li>- <i>Diane Purvey (Pro-Tem Provost &amp; VP, Academic)</i></li> <li>- <i>David Burns (Pro-Tem Associate Vice President Academic)</i></li> </ul> <p>Vice Chair of Senate:</p> <ul style="list-style-type: none"> <li>- <i>David Burns, Josephine Chan, Amy Jeon:</i></li> </ul> <p>Other(s)</p> <ul style="list-style-type: none"> <li>- <i>Andhra Goundrey (Dean, WSD)</i></li> <li>- <i>WSD Curriculum Committee</i></li> <li>- <i>Nick Bransford (as Academic Advisor)</i></li> <li>- <i>Nadia Henwood-</i></li> <li>- <i>Stephen Yezerinac</i></li> </ul> <p>We are moving ahead with offering an honours option to the degree – pending Senate approval on Feb 28, 2022.</p>

## Interior Design Third Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
Work on a timeline and strategy for rolling out any curricular changes as needed.	IDSN Chair & Faculty	Mar 2021	(May 2021) <b>Completed</b> Dec 2021	<b>Accomplished</b> Strategy for the rollout of the revised curriculum submitted to WSD Curriculum Committee January 2022.
Revise and Update all course outlines.	IDSN Chair & Faculty	Sept 2021	Dec 2021 <b>Completed</b>	<b>Accomplished</b>
Submit proposal and changes to Curriculum Committee and follow KPU process for approval.	IDSN Chair & Faculty	Jan 2022	Jan 2022 <b>Completed</b>	<b>Accomplished</b> Curriculum revisions approved at WSD Curriculum Committee January 2022 meeting.
Submit the program change form (D7) form and course outlines for SSCC approval.	IDSN Chair & Faculty	Jan 2022	Feb 2022 <b>Completed</b>	<b>Accomplished</b> Submitted and approved at SSCC February 9, 2022 meeting.
SSCC package to Senate for approval.	IDSN Chair & Faculty	Feb 2022	Feb 2022 <b>Completed</b>	<b>Accomplished</b> Approved at Senate February 28, 2022 meeting.
Communicate changes broadly to appropriate stakeholders.	IDSN Chair & Program Assistant	Feb 2022	March /April 2023 <b>Completed</b>	<b>Accomplished</b> Over the past year we have worked closely with WSD Communications + Events, Coordinator, and KPU Marketing to communicate and promote our program and our unique niche in the marketplace. Communication included the following: <ul style="list-style-type: none"> <li>- Initial communication with new applicants was implemented starting Spring 2022.</li> <li>- Revisions to University Calendar and program website.</li> <li>- KPU press release in fall 2022.</li> <li>- Info session held in fall 2022 and spring 2023.</li> <li>- Q &amp; A session with students during Start Up week September 2022, and again in January 2023.</li> </ul> Communication campaign will continue into years to come – see Strategy 7.

## Interior Design Third Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
Implement revised course curriculum.	IDSN Chair & Faculty	Sept 2022	April 2024 <b>Completed</b>	<p><b>Accomplished</b> Revised curricula roll out plan started fall 2022 per the Transition Plan Overview provided as part of D7 submission. Revised courses for year 1 and year 3 of the program were implemented fall 2022 and spring 2023. Roll out of revisions for year 2 and 4 of the program and the completed transition to the revised BID &amp; BID Honours began in the fall 2023 academic year and have now been completed</p>
Monitor course revision effectiveness and renew, update and amend as needed.	IDSN Chair & Faculty	Sept 2022	April 2024 <b>Completed</b>	<p><b>Accomplished</b> Over the past years we have monitored course revisions' effectiveness. The department held course implementation workshop(s) in May/23 to facilitate student-focused delivery models. Faculty meets monthly to review and discuss implementation of the new curriculum. Monitoring course revision effectiveness continued as we rolled out revisions for year 2 and year 4 of the program in the 2023-2024 academic year. Roll out and program changes have been proven successful and only minor changes in delivery details such as assignments were identified. These have now been implemented.</p>

## Interior Design Third Annual Follow-Up Report

STRATEGY 2: Make the Interior Design degree qualify as a Zero Textbook Costs (ZTC) program.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: GOAL 2: Focus on student success and ensure the program remains viable and sustainable. GOAL 4: Increase Program Recognition & better distinguish our program from our competition.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Review the degree to find strategies for no textbooks or alternatives at no cost in order to make the degree qualify for the Zero Textbook Costs program.	IDSN Chair & Faculty	Jan 2021	Feb/Mar 2021 <b>Completed</b>	<b>Accomplished</b> Refer to the outcome of step 2 below.
Work with Teaching & Learning team and Open Education Strategist to make the degree qualify for ZTC.	IDSN Chair & Faculty	Jan 2021	Feb/Mar 2021 <b>Completed</b>	<b>Accomplished</b> In spring 2021, the Interior Design program became the 2nd program within the Wilson School of Design to join the Zero Textbook Cost (ZTC) program at KPU. Faculty continue to work closely with KPU Library to keep up to date with resources available, as well as creating 'digital book boxes' to help student access resources directly from course Moodle sites.
Communicate broadly to appropriate stakeholders.	IDSN Chair & Program Assistant	Spring 2021	Spring 2021 <b>Completed</b>	<b>Accomplished</b> The program provides ongoing communication about the ZTC program including via program website, info sessions, university calendar, as well as KPU marketing material.

STRATEGY 3: Monitor and respond to challenges and opportunities for growth.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: GOAL 2: Focus on student success and ensure the program remains viable and sustainable. GOAL 4: Increase Program Recognition & better distinguish our program from our competition.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
<p>Monitor student demand (past, present and future), comparable programs at competing institutions, trends and changing contexts in the discipline/sector.</p>	<p>IDSN Chair &amp; Program Assistant</p>	<p>Jan 2021</p>	<p><del>Fall 2025</del> Fall 2024</p>	<p><b>In progress</b> As an accredited selective entry program, monitoring and analysis of student demand, enrolment data, trends, as well as monitoring comparable programs at competing institutions is something we do on an ongoing basis. Additionally, it is a requirement of our industry accrediting body (CIDA) that we collect and publish, on an annual basis, reliable information regarding student achievement, including aggregate data addressing attrition and retention, graduation rates, job placement rates, and acceptance into graduate programs. In order to meet CIDA’s requirements, we intend to update and publish the information on our website <b>every September</b>. Information for the September 2023 update was collected and published by the department to the extent that our resources and abilities allowed. The department does not have the resources nor the expertise to collect and track the required information. This is an area we need support from the University, especially from KPU Office of Planning &amp; Accountability (OPA) to be able to provide accurate information. We reached out to OPA in March 2024 to request aggregate data addressing each of the following: attrition/retention; graduation rates; job placement rates disclosing discipline related vs. non-discipline related; and acceptance into graduate programs. They have responded to our request stating this information is available and will provide the Program Chair with training in April 2024 to design reports that will collect data from OPA’s dashboards.</p>



## Interior Design Third Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Re-assess Portfolio entrance requirements to align with the evolving profile of the incoming applicant.	IDSN Chair & faculty	Jan 2021	May 2021 <b>Completed</b>	<b>Accomplished</b> We de-brief and review our portfolio requirements yearly on an ongoing basis to make sure we are responding to the evolving profile of incoming applicants.
Research and investigate potential for Articulation and more formal Transfer Agreements with other institutions.	IDSN Chair & faculty	May 2021	February 2024 <b>Completed</b>	<b>Accomplished</b> This was a long-term goal for the department and not identified as a priority. The department identified a number of institutions with whom we can explore potential articulation or transfer agreement over the next 3 years. General MOU between KPU and Canadian University Dubai (CUD) was signed in January 2023. More detailed examination of the curriculum and a review of students' learning outcomes occurred in fall 2023. A Program Chair visit to CUD happened in February 2024. A formal articulation agreement was signed during the visit. The program has established a strong relationship with the Langara Design Formations Program. A member of their faculty sits on our Advisory Board and the IDSN Program Chair sits on their Advisory Board. Our program visits their classes every year to inform students of our program.

## Interior Design Third Annual Follow-Up Report

STRATEGY 4: Build on our current opportunities for hands-on/real life experiences such as community liaison projects, and applied research opportunities.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: GOAL 1: Remain Accredited, Current, Innovative & Relevant. GOAL 3: Strengthen Connections & Community Engagement.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
<p>Establish a department/faculty committee that will work to:</p> <ul style="list-style-type: none"> <li>• explore ways of working with other academic units (in a variety of capacities) in order to expand on cross-discipline opportunities;</li> <li>• further evaluate opportunities for community service/learning &amp; work with our program advisory committee to define how community service/learning opportunities can be best structured to maximize both service learning and leadership skills development for our students;</li> <li>• look for meaningful ways to build collaborative partnership with indigenous communities and to expand Indigenous participation in the program;</li> <li>• work with research centers and community organizations to link student projects and research projects with various community needs;</li> <li>• seek opportunities for financial support for the research and teaching activities conducted in the faculty</li> </ul>	<p>IDSN Chair &amp; faculty</p>	<p>Spring 2021</p>	<p><del>Fall 2026</del>  <b>Completed</b> Fall 2021</p>	<p><b>Accomplished</b> Over the past year, various faculty have worked collaboratively taking on specific initiatives based on their interests:</p> <ul style="list-style-type: none"> <li>➤ <i>Working with other academic units:</i> Lucie Gagné (Chair), Marlis Joller &amp; Brenda Snaith <ul style="list-style-type: none"> <li>○ We have reached out to CADD to explore potential collaboration (e.g., the use of virtual and augmented reality (VR and AR) in teaching building systems; potential offerings of CAD courses to IDSN students, etc.)</li> <li>○ We are exploring possible collaboration with Trades (e.g. the container project).</li> <li>○ We are in the process of reaching out to Psychology regarding possible collaboration teaching our Human Factors course.</li> </ul> </li> <li>➤ <i>Community service/learning opportunities:</i> Lucie Gagné (Chair) &amp; all <ul style="list-style-type: none"> <li>○ All team members in the program are constantly expanding their network and work closely with our industry partners (e.g., Advisory Committee and guest speakers) to find opportunities for hands-on/real life experiences for our students; as well as incorporating learning activities that include professional, international, and community partnerships.</li> <li>○ Our new revised senior studio will provide more opportunities to respond to and engage in community projects.</li> <li>○ Lucie Gagné (Chair) &amp; Stephanie St. Loe are currently participating in the KPU Practicum &amp; Service Learning Group led by Larissa Petrillo.</li> <li>○ Brenda Snaith is the current Interior Design faculty liaison to the Climate Action Committee of our Professional Association body</li> </ul> </li> </ul>

## Interior Design Third Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
				<p>(IDIBC), arranging volunteer and mentoring opportunities with professional registered, intern, and student members across BC.</p> <ul style="list-style-type: none"> <li>➤ <i>Partnership with Indigenous communities:</i> Lucie Gagné (Chair), &amp; Erika Balcombe               <ul style="list-style-type: none"> <li>○ We continue to strive to work in close collaboration with Indigenous communities whenever the opportunity arises, and most specifically with our name sake the Kwantlen First Nations &amp; the Seyem Qwantlen Business group.</li> <li>○ As part of our curriculum revisions, faculty worked to update content to include decolonizing perspectives and strategies to invite Indigenous participation in the program.</li> <li>○ Last fall, the Langley Centennial Museum, working in close collaboration with the Katzie, Kwantlen, and Matsqui First Nations, reached out to ask for our participation in the ‘Exhibition Development and Design Advisory Group’ for the design of the new museum exhibition spaces; faculty member Erika Balcombe agreed to participate in the process, and we hope moving forward this may lead to opportunity for student involvement.</li> </ul> </li> <li>➤ <i>Research projects:</i> Lucie Gagné (Chair), Paola Gavilanez &amp; Stephanie St. Loe               <ul style="list-style-type: none"> <li>○ Faculty are considering ways to expand applied research opportunities for faculty and students moving forward.</li> <li>○ With the support of faculty, a 3<sup>rd</sup> year interior design student received a Student Research and Innovation Grant, and is currently working with faculty member Stephanie St. Loe as part of a pilot project looking at best practices for teaching and learning in a hybrid format (partly face-to-face and partly remote).</li> </ul> </li> </ul> <p>The work of this committee is ongoing and the department / faculty will set annual targets.</p>

## Interior Design Third Annual Follow-Up Report

STRATEGY 5: Build on our existing international partnerships and continue to expand opportunities for study abroad and cultural exchanges.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: GOAL 1: Remain Accredited, Current, Innovative & Relevant. GOAL 3: Strengthen Connections & Community Engagement.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Assess how the program aligns with the university's strategic plans for internationalization.	IDSN Chair & faculty	Jan 2021	Fall 2021 <b>Completed</b>	<b>Accomplished</b> The department works closely and on an on-going basis with KPU International. As part of the department spring 2021 retreat, faculty assessed and affirmed that our program continues to align with the university's strategic plans for internationalization.
Work with the WSD Dean and in close collaboration with KPU International office to: <ul style="list-style-type: none"> <li>• re-assess existing international partnerships;</li> <li>• expand partnerships and opportunities for bilateral exchange agreements;</li> <li>• explore opportunities to acquire funding for mobility projects;</li> <li>• explore opportunities of faculty exchanges, visiting academics, as well as research opportunities.</li> </ul>	IDSN Chair	Jan 2021	Spring 2024 <b>Completed</b>	<b>Accomplished</b> We have continued to work in close collaboration with KPU International on our stated steps to build / expand international opportunities.  While we will continue to be open to new international partnerships, we have accomplished our goals of maintaining existing relationships through student exchanges and recently signed a formal articulation agreement with CUD.

## Interior Design Third Annual Follow-Up Report

STRATEGY 6: Work collaboratively to find ways to build capacity as well as diversity among Interior Design Faculty.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: GOAL 1: Remain Accredited, Current, Innovative & Relevant. GOAL 2: Focus on student success and to ensure the program remains viable and sustainable.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Schedule professional development faculty meeting(s) to: <ul style="list-style-type: none"> <li>• review and re-assess our faculty professional development (PD) needs;</li> <li>• outline strategies for continued support of faculty PD in order to maintain educational and professional currency;</li> <li>• assess our needs for training from Teaching &amp; Learning;</li> <li>• find ways to encourage sharing of information and dissemination of PD information &amp; experiences between faculty.</li> </ul>	IDSN Chair & PD Rep.	Spring 2021 & IDSN May 2021 Faculty Retreat	<del>Jan 2026</del> May 2023 <b>Completed</b>	<p><b>Accomplished</b></p> <p>Faculty continue to be very active in the profession and participate in relevant scholarly and professional development activities. In the last years, professional development has included innovative approaches to teaching and learning, technology-supported instruction, on-line course website development, e-portfolio, and mobile e-learning strategies, etc.</p> <p>Faculty identified needs for support and we planned a series of workshops for our department 2023 year-end spring retreat. We included the following: a workshop on assessment with Teaching &amp; Learning and modules of e-portfolio and Pebble Pad.</p> <p>Additionally, faculty members have attended a session led by Pam Baker, KPU's Indigenous Designer-in-Residence on Indigenous design and fashion and a session facilitated by Indigenous artist Debra Sparrow on the history and importance of weaving.</p>

## Interior Design Third Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
<p>IDSN Search Committee to meet to:</p> <ul style="list-style-type: none"> <li>• discuss strategies for how to increase diversity in the program;</li> <li>• develop approaches for transfer of knowledge and curriculum continuance to ensure program sustainability (i.e. succession planning), and how to build capacity for who can replace outgoing faculty when they leave; increases the availability of experienced and capable faculty that are prepared to teach across the curriculum as courses become available (i.e. teaching inventory).</li> </ul>	IDSN Search Committee	Spring 2021	March/April 2023 <b>Completed</b>	<p><b>Accomplished</b></p> <p>The Interior Design Search Advisory Committee meets regularly and works in close collaboration with the Dean’s office.</p> <p>The Search Advisory Committee assessed the changes in teaching inventory resulting from our program and curriculum revisions, and revised teaching criteria for all courses.</p> <p>In addition, the committee considered the impact of retirements of the only two full-time faculty, and planned for succession.</p> <p>The Search Advisory Committee completed a first round of updates to the Qualified Faculty List in May 2022, and a second round in 2023.</p> <p>In addition, the committee completed the search to replace the two full-time regular faculty after their retirement. Appointments have been made and faculty started teaching in the fall of 2023. The selection of new faculty appointees was successfully informed by the search committee’s intent of increasing the representation and inclusion of diverse groups within the department.</p> <p>A new department Chair assumed her role in the summer of 2023.</p>

## Interior Design Third Annual Follow-Up Report

STRATEGY 7: Highlight the program’s graduates’ attributes and unique niche in the marketplace in order to increase Program Recognition.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: GOAL 4: Increase Program Recognition & better distinguish our program from our competition.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
<p>Work with the Future Students Office and Marketing on a wider strategy to:</p> <ul style="list-style-type: none"> <li>• improve applications to current degree holders, diploma holders, males, and mature students;</li> <li>• attract applicants that have a high likelihood of success academically and professionally;</li> <li>• promote and highlight our unique attributes, such as our Entrance Scholarship and potential for students to achieve a minor in a chosen discipline, etc.</li> </ul>	<p>IDSN Chair &amp; Program Assistant</p>	<p>Jan 2021</p>	<p><del>Fall 2025</del> March/April 2023 <b>Completed</b></p>	<p><b>Accomplished</b> This is a long-term goal for the department and is on-going. Besides the information provided on the program website, university calendar, and KPU marketing material, Interior Design has worked closely with WSD Communications + Events, Coordinator, as well as KPU Future Students Office (FSO) to promote our program. For example, inclusion of our program in WSD initiatives such as: <i>Info sessions &amp; Portfolio Day events; Grad Website; Comprehensive Social Media marketing campaign; Digital Media Youth Expo; Video productions; WSD Faculty Showcase and KPU Open House.</i> We have continued to work with the Future Students Office and Marketing to implement strategies to promote our program.</p> <p>Updates to our program website, university calendar, and KPU marketing material are ongoing; and we continue to work closely with WSD Communications + Events, Coordinator, as well as KPU Future Students Office (FSO) to outline a specific and targeted strategy to promote our program.</p>
<p>Closely observe the direction of competing institutions such as BCIT and Vancouver Island University and seek strategies to highlight our unique niche in the marketplace.</p>	<p>IDSN Chair &amp; Program Assistant</p>	<p>Jan 2021</p>	<p>March/April 2023 <b>Completed</b></p>	<p><b>Accomplished</b> Monitoring comparable programs at competing institutions is something we do on an ongoing basis in order to stay abreast of the contexts in our discipline/sector. (<i>Refer to Strategy 3 – step 2</i>). An analysis of comparable program locally, as well as nationally and internationally, is in large part what drove our decision to pursue the implementation of an honours option to the degree. This will increase program recognition and highlight our program’s unique niche in the marketplace. (The competitive environment within the province currently offers 3 (and soon 4) programs that are CIDA accredited.)</p>

## Interior Design Third Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
				<p>The implementation of the Honours has proven to be a strategy that highlights our unique niche in the marketplace. The current applicants to our program have mentioned this as a significant reason to apply to the program. Moving forward we will continue to look for opportunity and strategies that will increase our program recognition and better distinguish our program from our competition.</p>
<p>Work with the Future Students Office and Marketing to promote CPS courses and/or workshops offerings.</p>	<p>IDSN Chair &amp; Program Assistant</p>	<p><del>(2021)</del> Spring 2023 Fall 2023</p>	<p><del>Spring 2021</del> February 2024 <b>Completed</b></p>	<p><b>Accomplished</b> Faculty at the Wilson School of Design were notified in February 2024 that an agreement had been reached between the employer (KPU) and the union (KFA) regarding the future of Continuing and Professional Studies (CPS), and that we are now “authorized to proceed with the development and offering of short-term, non-credit programming that caters to the needs of both industry and the community”. Potential CPS courses to be offered will undergo three vetting processes: one within the Faculties, another within CPS, and the final within KPU.</p> <p>No time releases have been offered to develop CPS courses in IDSN and faculty at the moment do not have the resources to devote to developing CPS courses on their own personal time.</p> <p>For the purpose of this follow-up report as it pertains to program review, this task has been completed as far as it can progress at the moment and until workload issues associated with course development are addressed.</p>



## SENATE STANDING COMMITTEE ON PROGRAM REVIEW

**Agenda Number:** 5.3

**Meeting Date:** April 24, 2024

**Presenter(s):** Mandeep Pannu, Stephanie Howes

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**AGENDA TITLE:** COMPUTER SCIENCE AND INFORMATION TECHNOLOGY  
SECOND ANNUAL FOLLOW-UP REPORT

**ACTION REQUESTED:** Motion

**RECOMMENDED RESOLUTION:** THAT the Senate Standing Committee on Program Review approve the Computer Science and Information Technology Second Annual Follow-Up Report as attached.

THAT the program submits another annual follow-up report next year.

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### COMMITTEE REPORT

For Secretariat Use Only

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#### Attachments

Computer Science and Information Technology Second Annual Follow-Up Report

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#### Submitted by

Melike Kinik-Dicleli, Manager of Quality Assurance, Office of Planning & Accountability

#### Date submitted

April 5, 2024

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## Computer Science and Information Technology Second Annual Follow-Up Report

**Date Self-Study Report approved by SSCPR:** November 25, 2020

**Date of External Review Site Visit :** March 1 & 2, 2021

**Date Quality Assurance Plan approved by SSCPR:** October 20, 2021

**Date First Annual Follow-Up Report approved by SSCPR:** April 12, 2023

**Date Second Annual Follow-Up Report submitted:** April 3, 2024

### Second Progress Report

**MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGAN:** September 2021

#### STRATEGY 1: Add Options to the Diploma Program

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 1:** Renewal of the CSIT Two-year Diploma Program

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Consult with faculty, identify IT diploma options offered by other post-secondary institutions	Mayyadah Al-Ani	Sep 2021	Dec 2021	<b>Completed:</b> In Oct 2021, the committee consulted the CSIT department at KPU and collected the information through a survey. The committee has also analyzed IT diploma options institutions in Canada and US.
Consult with PAC, identify prioritized list of diploma options recommendations	Mayyadah Al-Ani	Sep 2021	Dec 2021	<b>Completed:</b> The committee consulted PAC in Nov 2021 through a survey that helped the committee to identify a list of diploma options recommendations.
Present findings at department meeting and identify/approve diploma option recommendation	Mayyadah Al-Ani, Mohammed Alsaïd, and Caesar Clemente	Jan 2022	May 2022	<b>Completed:</b> The committee presented all the findings in the department meeting in Jan 2022. The department has suggested that the committee look at other institutions like Douglas College, Langara College, and BCIT and report on their offerings and their program entry requirements.
Draft preliminary diploma option proposal, including curriculum	Mayyadah Al-Ani, Mohammed Alsaïd and Caesar Clemente	June 2022	Feb 2023	<b>Completed -</b> The committee has revisited all the courses offered by other BC institutions and presented findings to the department. The committee has identified new specializations in Cyber Security and Data Analytics. At this stage, no curriculum approval is required.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Review draft proposal with PAC and the CSIT department	Mayyadah Ali-Ani and Caesar Clemente	Feb 2023	May 2023	<p><del>Completed</del> <b>In-Progress</b> – The committee completed the draft proposal and presented it to the department on February 27th. After receiving feedback from the department, the committee worked on the changes and presented them at the April meeting. <del>The committee has completed the draft proposal and presented it to the department on 27th Feb. Based on the feedback received by the department, the committee is working on the changes and will present them to the department in the April meeting. The committee will present the draft proposal to PAC in the May PAC meeting.</del></p>
Create formal proposal	Mayyadah Al-Ani and Caesar Clemente	Jun 2023	July 2023	<p><del>In-Progress</del> <b>Completed</b>: The committee presented the final proposal to the CSIT department, and it was determined that no further specializations are necessary for the department. It's essential to note that the department is currently undergoing a restrictive enrollment plan due to challenges in hiring qualified instructors. <del>Committee is working on the formal proposal. The committee will present the formal proposal to the CSIT department in July 2023.</del></p>
Obtain institutional approvals from SoB, KPU for new diploma with option, program adjustments, budget approval	<p><del>Mandeep Pannu and Andy Law</del> <b>Mayyadah Al-Ani and Caesar Clemente</b></p>	<p><del>July 2023</del> <b>August 2023</b></p>	<p><del>Jan. 2024</del> <b>Oct-2023</b></p>	<p><del>In-Progress</del> <b>completed</b>: In the meantime, the department has seized an opportunity to collaborate on a new funding program focused on Citation in Cloud Architecture and Security and interdisciplinary diploma in Front-End Development for Interactive Applications. Regarding Citation in Cloud Architecture and Security, department has collaborated with the provost's office to develop this program, which involves the creation of five new courses and the development of a comprehensive proposal. Regarding the diploma, CSIT has developed eight courses and collaborated with the School of Design in crafting the program proposal.</p>

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
				<del>the committee is working with the SoB dean's office on new specializations options.</del>
Consult with CDC regarding internships/work placement arrangements	<del>Mandeep Pannu and Andy Law</del> <u>Mayyadah Al-Ani and Caesar Clemente</u>	July 2023	Oct 2023	<del>Completed</del> <b>Not Started</b> — After completing the formal proposal, the committee will consult with CDC regarding internships/work placement arrangements.
Consult with SoB Dean's office regarding Sept/24 option launch	<del>Mandeep Pannu and Andy Law</del> <u>Mayyadah Al-Ani and Caesar Clemente</u>	Nov 2023	Sep 2024	<del>Not Started</del> <b>completed</b>
Launch new diploma option – approvals, marketing/ scheduling, etc.	<del>Mandeep Pannu and Andy Law</del> <u>Mayyadah Al-Ani and Caesar Clemente</u>	Jan 2024	Sep 2024	<b>Completed: All the changes have been implemented.</b> <del>Not Started</del>

### STRATEGY 2: Strengthen BTech IT Program

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 2:** Strengthen and refresh the CSIT Four-year BTech in IT Program

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Consult with faculty, identify recommended changes to existing BTech options (e.g., curricular adjustments, strengthening core technical skills)	Mayyadah Al-Ani	Sept 2021	Dec 2021	<b>Completed</b> - In Oct 2021, the committee has consulted the CSIT department at KPU and collected the information through a survey.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Consult with PAC, identify recommended changes to existing BTech options	Mayyadah Al-Ani	Sept 2021	Dec 2021	<b>Completed</b> - In Nov 2021, the committee has consulted PAC and received feedback regarding updating existing BTech options. PAC also advised adding new courses in data analytics, basic business accounting, machine learning, security, and cloud computing.
Present findings at Department meeting and identify/approve strengthening actions	Mayyadah Al-Ani	Jan 2022	Jan 2022	<b>Completed</b> – The committee presented its findings to the CSIT department.
Draft preliminary BTech Degree proposal	Mayyadah Al-Ani, Mohammed Alsaïd, Caesar Clemente and Cesar Lopez	Jan 2022	April 2023	<del>In-Progress</del> <b>completed</b> - The committee <del>is working</del> <b>worked</b> on the draft proposal. <ul style="list-style-type: none"> <li>- committee has identified several new courses.</li> <li>- committee has completed the market research regarding adding new courses to fulfill the industry needs.</li> </ul> <b>committee is working with department to create new courses.</b>
Review draft proposal with PAC and the CSIT department	<del>Mayyadah Al-Ani, Mohammed Alsaïd, Caesar Clemente and Cesar Lopez</del>	April 2023	May 2023	<b>Completed:</b> <u>The committee presented the final proposal to the CSIT department, and it was determined that no further new program are necessary for the department. It's essential to note that the department is currently undergoing a restrictive enrollment plan due to challenges in hiring qualified instructors.</u> <del>In-Progress—The committee is working on the draft proposal and will present it to the CSIT department in April and to the PAC in May 2023. committee will present the courses to the department in April meeting for approval.</del>
Create formal proposal	<del>Mayyadah Al-Ani, Mohammed Alsaïd, Caesar Clemente and Cesar Lopez</del>	Jun 2023	July 2023	<b>Closed: Department have already created new</b> <del>Not started—After completing the draft proposal, the committee will start formal proposal.</del> <u>Citation in Cloud Architecture and Security and interdisciplinary diploma in Front-End Development for Interactive Applications.</u> - <u>Department decided no new program required at this point.</u>
Obtain institutional approvals from SoB, KPU for any curricular/program adjustments, budget approval	<del>Mayyadah Al-Ani, Cesar Lopez, Caesar Clemente and Caesar Clemente</del>	Aug 2023	Dec 2023	<del>Not started</del> <u>Closed.</u>
Consult with CDC regarding internships/work placement arrangements	<del>Mayyadah Al-Ani, Cesar Lopez, Caesar Clemente</del>	Aug 2023	Dec 2023	<del>Not started</del> <u>closed.</u>

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
	<del>and Mohammed Alsaïd</del>			
Launch – 12-month implementation starting with “quick hits” *quick hits = easily attainable changes that have big impact without major curricular adjustments not needing approvals	<del>Mayyadah Al-Ani, Caesar Clemente, Cesar Lopez and Mohammed Alsaïd</del>	Dec 2023	Jan 2024	<del>Not started – If no significant changes are required, which do not need a curriculum or faculty council approval, the changes will be added by Jan 2024 with department approval.</del> <u>Closed.</u>
Launch new diploma option – approvals, marketing/ scheduling, etc.	<del>Mayyadah Al-Ani, Caesar Clemente, Cesar Lopez and Mohammed Alsaïd</del>	Dec 2023	Sep 2024	<del>Not started –</del> <u>closed.</u>

**STRATEGY 3: Adjust all credential offerings to assure greater program graduate business skill competencies**

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 1:** Renewal of the CSIT Two-year Diploma Program, **GOAL 2:** Strengthen the CSIT Four-year BTech in IT Program

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Consult with SoB faculty program leaders and CDC staff, identify critical business education soft skills required (e.g., oral/written communication, reading, comprehension, student resourcefulness, group collaboration, self-learning, collaboration, etc.)	Warren Edwards	Dec 2021	Oct 2022	<b>Completed</b> – Three main activities: a) Interviewed Communications faculty that teach CMNS 1140, ENGL 1100, and INFO 3110 b) Interviewed CDC staff that work with industry and Co-op students c) Time-release project for MSOB which identified top soft skills in-demand today
Consult with PAC, identify critical business education soft skills required	Bojiang Ma	Dec 2021	May 2022	<b>Completed</b> – Presented to PAC during bi-annual meeting, prepared a survey and distributed to PAC members to complete, results have been compiled.
Review effectiveness of current roster of arts, business, and INFO courses within diploma and BTech programs at contributing to soft skills	Bojiang Ma	May 2022	March 2023	<u><b>Completed - Analyzed results and developed approaches for completing this step, extensive discussions with CDC to discuss the best way of improving soft skill given the current roster of courses, developed and distributed student survey to evaluate current curriculum effectiveness for</b></u>

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
development, review timing/assessment/reinforcement of soft skills through the duration of the programs				<p><b>soft skills development, discussions with faculty.</b> <del>In Progress</del> – Weekly meetings with Bojiang/Warren to analyze results and develop approaches for completing this step, extensive discussions with CDC to discuss the best way of improving soft skill given the current roster of courses, developed and distributed student survey to evaluate current curriculum effectiveness for soft skills development (compiling results), discussion with faculty (ongoing)</p> <p><del>Reason for Delay</del> – availability of team members, changed our approach to complete this step to include a student survey and more in-depth discussions with CDC</p>
Draft preliminary proposal for curricular development/adjustment	Warren Edwards	March 2023	June 2023	<p><b>Completed</b> – Compiled results from previous steps, preparing draft proposal, possible approaches include CDC career mentoring, course adjustments to include CDC advising, Co-op training for all students, self-reflection class activities, targeted soft skills training, move soft skills training from year 2 to year 1. <del>In Progress</del> – compiling results from previous steps, preparing draft proposal, possible approaches include CDC career mentoring, course adjustments to include CDC advising, Co-op training for all students, self-reflection class activities, targeted soft skills training, move soft skills training from year 2 to year 1.</p>
Review draft proposal with PAC and CSIT department	Bojiang Ma	March 2023	June 2023	<p><b>Completed</b> – Draft proposal compiled, and surveys prepared for both the PAC and Faculty. Surveys circulated and data gathered. Here are the 8 draft proposal ideas to implement</p> <ul style="list-style-type: none"> <li>• <u>Easy (“Quick Hit”, 3-6 months, no special approval required)</u> <ol style="list-style-type: none"> <li>1. <u>Implement soft skill evaluation/assessment after course activities</u></li> <li>2. <u>Implement self-reflection exercises with instructor feedback</u></li> <li>3. <u>Leverage industry employers in the classroom for select courses</u></li> </ol> </li> <li>• <u>Moderate Effort (6-12 months, may require approvals)</u> <ol style="list-style-type: none"> <li>1. <u>Require students to meet CDC Career Coach</u></li> <li>2. <u>Require ENGL 1100, CMNS 1140 be taken in first year</u></li> </ol> </li> <li>• <u>Hard (12-24 months, will require school/senate approvals)</u> <ol style="list-style-type: none"> <li>1. <u>Require students to complete COOP 1101 (or similar) course</u></li> <li>2. <u>All students must log approved work experience hours to graduate.</u></li> </ol> </li> </ul>

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
				<p><del>1. <b>New course: Critical soft skills in simulated work environment</b> <b>In Progress</b>—The committee is still in the process of preparing the draft proposal based on the change in approaches as discussed in the previous steps.</del></p> <p><del>2.3. <b>Reason for Delay</b>—Draft proposal still being prepared. Review with PAC and the CSIT department completion date updated.</del></p>
Create formal proposal	Warren Edwards	Jun 2023	Nov 2023 <del>Aug 2023</del>	<p>1. <b>Completed</b> – Compiled results of surveys and reviewed with Faculty at Department Meeting. Agreement on recommendations. Here are the top 5 (of 8) recommendations (<b>green</b> = implement, <b>yellow</b> = likely to implement, <b>pink</b> = investigate and maybe implement):</p> <p>2.</p> <ul style="list-style-type: none"> <li>• <b>#1: (EASY)</b> Implement soft skill evaluation/assessment after course activities</li> <li>• <b>#2: (EASY)</b> Implement self-reflection exercises with instructor feedback</li> <li>• <b>#3: (EASY)</b> Leverage industry employers in the classroom for select courses</li> <li>• <b>#5: (MODERATE)</b> Require ENGL 1100 and CMNS 1140 be take in first year</li> <li>• <b>#6: (HARD)</b> Require students to complete COOP 1101 (or similar course)</li> </ul> <p><del><b>Not started</b>—The committee is still working on the draft proposal and review with PAC and CSIT is pending</del></p>
Obtain institutional approvals from SoB, KPU for any curricular/program adjustments, budget approval	Bojiang Ma	May 2023 <del>Aug 2023</del>	June 2024 <del>Dec 2023</del>	<p><b>In-Progress</b> – Developing Implementation Plan for approved recommendations that likely will require institutional approvals:</p> <ul style="list-style-type: none"> <li>• <b>#5: (MODERATE)</b> <b>Require ENGL 1100 and CMNS 1140 be take in first year</b></li> <li>• Gather ideas/understand the process for making this change               <ul style="list-style-type: none"> <li>○ Associate dean, registration office representatives</li> <li>○ Identify approaches taken by other post-secondary institutions</li> </ul> </li> </ul>



Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
				<ul style="list-style-type: none"> <li>• <u>Prepare proposal and obtain approval</u> <ul style="list-style-type: none"> <li>○ <u>Curriculum committee, Faculty Council, MSOB Deans office</u></li> </ul> </li> <li><b>#6: (HARD) Require students to complete COOP 1101 (or similar course)</b></li> <li>• <u>Research and prepare draft proposal</u> <ul style="list-style-type: none"> <li>○ <u>Meet with CDC to understand all components of COOP 1101</u></li> <li>○ <u>Do other institutions offer this to students?</u></li> <li>○ <u>Prepare draft proposal</u></li> </ul> </li> <li>• <u>Discuss proposal with key stakeholders, socialize the idea:</u> <ul style="list-style-type: none"> <li>○ <u>MSOB Deans office, Co-op &amp; Career Center, MSOB Chairs</u></li> <li>○ <u>Determine if this is a “Go” or “No-go”</u></li> </ul> </li> <li>• <u>If it is a “Go”, prepare formal proposal</u> <ul style="list-style-type: none"> <li>○ <u>Obtain institutional approvals, budget approvals, implementation</u></li> </ul> </li> </ul> <p><b>Not started</b></p>
Launch – 12-month implementation starting with “quick hits”	Warren Edwards	<u>Sep 2023</u> <del>Dec 2023</del>	Sept 2024	<p><b>in-Progress</b> – Developing Implementation Plan for approved recommendations that we can “just do” without formal approvals:</p> <ul style="list-style-type: none"> <li><b>#1: (EASY) Implement soft skill evaluation/assessment after course activities</b></li> <li>• <u>T&amp;L Workshop: “Soft-skill Evaluation/Assessment Approaches”</u> <ul style="list-style-type: none"> <li>○ <u>Record workshop, make available for all faculty</u></li> <li>○ <u>On-boarding activity for all new faculty</u></li> </ul> </li> <li>• <u>Prepare document repository for faculty:</u> <ul style="list-style-type: none"> <li>○ <u>“Soft-skill Evaluation/Assessment Ideas”</u></li> <li>○ <u>Templates/checklists for faculty to use</u></li> </ul> </li> <li><b>#2: (EASY) Implement self-reflection exercises with instructor feedback</b></li> <li>• <u>T&amp;L Workshop: “Self-reflection exercises”</u> <ul style="list-style-type: none"> <li>○ <u>Record workshop, make available for all faculty</u></li> <li>○ <u>On-boarding activity for new faculty</u></li> </ul> </li> <li>• <u>Prepare document repository for faculty:</u> <ul style="list-style-type: none"> <li>○ <u>“Self-reflection Ideas”</u></li> </ul> </li> </ul>

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
				<ul style="list-style-type: none"> <li>○ <u>Templates/checklists for faculty to use</u></li> <li><b>#3: (EASY)</b> <u>Leverage industry employers in the classroom for select courses</u></li> <li>● <u>Prepare video repository of industry experts</u> <ul style="list-style-type: none"> <li>○ <u>2–5-minute videos on various topics</u></li> <li>○ <u>Faculty can use in the classroom (actively being done today by some)</u></li> </ul> </li> <li>● <u>Discuss with faculty that do this today across MSOB</u> <ul style="list-style-type: none"> <li>○ <u>How to identify industry contacts? Can we prepare a contact list?</u></li> <li>○ <u>What approach is used/effective?</u></li> </ul> </li> <li>● <u>Discuss with PAC</u> <ul style="list-style-type: none"> <li>○ <u>How to identify industry contacts? Any volunteers from PAC?</u></li> <li>○ <u>What approach would be useful/effective?</u></li> </ul> </li> <li>● <u>Connect with students working in industry</u></li> </ul> <p><b>Not started</b></p>

**STRATEGY 4: Strengthen BTech in IT Core Technical Skills**

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 2:** Strengthen the CSIT Four-year BTech in IT Program

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Identify courses to focus on based on program review self-assessment report – review faculty, alumni, student, and PAC surveys	Cesar Lopez	Sep 2021	Oct 2021	<p><b>Completed-</b> The committee has identified the following courses based on the program review self-assessment report – review faculty, alumni, student, and PAC surveys.</p> <p>1<sup>st</sup> Year: INFO 1113, INFO 1213            2<sup>nd</sup> Year: INFO 2312, INFO 2413</p>

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
				3 <sup>rd</sup> Year: INFO 3135, INFO 3180, INFO 3245 4 <sup>th</sup> Year: INFO 4105, INFO 4115, INFO 4190, INFO 4290, INFO 4330, INFO 4381.
Consult with faculty, critically review all selected course – identify gaps and improvement opportunities	Mandeep, Cesar	Sep 2021	Dec 2021	<b>Completed-</b> The committee has consulted with faculty and identified gaps and improvements in 13 courses.
Consult with PAC, identify gaps and improvement opportunities	Mandeep Pannu	Sep 2021	Dec 2021	<b>Completed-</b> The committee has presented its finding to the PAC and received positive feedback.
Present findings at Department meeting for feedback/approval	Cesar, Hao, Mandeep	Jan 2022	Jan 2022	<b>Completed-</b> The committee has presented all the changes to the department for approval. The department had approved all the changes.
Draft preliminary proposal for curricular development/adjustment	Cesar, Mandeep	Feb 2022	Jan 2023	<b>Completed</b> – The draft proposal for curricular development/adjustment.
Review draft proposal with PAC and CSIT department	Cesar, Mandeep	Feb 2022	Jan 2023	<b>Completed</b> – A draft proposal is completed. All the course outlines have been updated.
Create formal proposal	Cesar, Mandeep	Jan 2023	Feb 2023	<b>Completed</b> – The committee presented the courses to the department on Jan 23, 2023, for approval. The department has approved the following courses for changes: INFO 1213, INFO 2312, INFO 2413, INFO 3135, INFO 4190, and INFO 4290
Obtain institutional approvals from SoB, KPU for any curricular/program adjustments, budget approval	Mandeep	Feb 2023	March 2023	<b>Completed</b> – All the presented courses were approved by curriculum committee in Feb 2023 and Faculty council and Senate in March 2023.
Launch – 12-month implementation starting with “quick hits”	Cesar, Mandeep and Hao	March 2023	Sep 2023	<b>Completed</b> <del>In-progress</del> : <u>All the changes have been implemented as of September 2023.</u> <del>All the changes will implement by Sep 2023</del>

### STRATEGY 5: Adopt Project-based learning to enhance quality of instruction

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 2:** Strengthen the CSIT Four-year BTech in IT Program, **GOAL 3:** Collaboration focus through Project-based Learning

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Consult with Teaching and Learning Commons (TLC) define project-based learning as it applies to CSIT, define and develop plan to adopt project-based learning across all programs, identify/define/prepare two workshops that will be delivered to faculty over the next 12 months	Ted Chiou	Sep 2021	Feb 2022	<b>Completed-</b> Starting Oct. 2021, we have consulted with TLC and the teaching strategist Gillian Sudlow for the support and help of defining the Project Based Learning. The committee has researched and investigated the methodologies of project-based learning through books, articles, and Internet resources. Identified the 1 <sup>st</sup> workshop will focus on introduction and 2 <sup>nd</sup> workshop will focus on sharing concrete examples of project-based learning. The committee will review project-based learning across current programs after the workshops.
Consult with CDC regarding internships/work placement arrangements beyond Co-op to enhance experiential learning	Edward Lo	Sep 2021	Dec 2021	<b>Completed-</b> The committee has contacted CDC for more information and discussed PBL with them.
Workshop #1: Explore and implement project-based learning for all programs, develop teaching teams, summarize findings, and capture actions	Edward Lo	Feb 2022	Feb 2022	<b>Completed-</b> The committee has successfully conducted the workshop with the support of Gillian Sudlow from TLC on Project Based Learning to our department on Feb 7, 2022. The committee investigated some of our INFO courses after the workshop and found that they already make use of project-based learning. The findings indicate that project-based learning is one of most effective teaching methods in delivering our technology courses. The findings and topic of team teaching have been discussed at department meeting.
Draft preliminary proposal for adopting project-based learning as a fundamental pedagogy	Edward Lo	Feb 2022	April 2023	<del>Pending</del> <b>Completed</b> - The committee <del>is still working on</del> presented the proposal <u>the proposal to the department.</u> Committee <del>is</del> <u>has</u> <del>in the process of reviewing</del> <u>ed</u> all the courses.
Workshop #2: Explore and implement project-based learning for all programs, develop teaching teams, summarize findings, and capture actions	Ted Chiou	Feb 2023	March 2023	<b>Completed</b> - The committee has successfully conducted the second workshop with the support of Craig Wright from TLC on Project Based Learning to our department on Feb 27, 2023. After the 2 <sup>nd</sup> workshop, the committee have reviewed all INFO courses, this review indicates that 50% of our 2 <sup>nd</sup> year INFO courses and 92% of our upper level INFO courses already have team project designed in the assessment; which shows that project-based learning has been implemented extensively in our

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
				diploma and degree programs. The committee will bring this finding to April department meeting for discussion.
Consult with PAC and CSIT department, gather feedback on project-based learning pedagogy	Jendy Wu	March 2023	May 2023	<p><del>P</del> <b>Completed</b><del>ending</del> - <u>The committee has conducted discussions during our department meetings and has continued the <del>our</del> conversations among individual faculty members after meetings to collect more feedback. The committee has consulted with faculty members to gather information on how Project-Based Learning (PBL) is currently incorporated into their courses and what support is required to ensure successful student learning.</u> <del>The committee has some discussions in our department meetings and have continued our conversation among faculty members.</del></p>
Create formal proposal	<u>Jendy Wu,</u> <u>Edward Lo</u> <u>and Ted</u> <u>Chiou</u> <del>Ted</del> <del>Chiou,</del> <del>Mandeep</del> <del>Pannu</del>	Jun 2023	<del>Dec 2023</del> <del>Sep</del> <b>2023</b>	<p><del>completed</del><b>Pending</b> - <u>After going through all the courses and discussing with faculty members, the committee has worked with the chair to review all the courses at CSIT.</u> <del>After hours of thorough discussions in our committee, the committee has determined that the proposal should be completed after the previous steps have been finished.</del></p> <p><u>At KPU's CSIT program, project-based learning (PBL) has been integrated into first-year, second-year, third-year, and fourth-year courses to enhance students' learning experiences and prepare them for real-world challenges in the field.</u></p> <p><u>In the first year, introductory courses such as INFO 1113 and INFO 1213 have incorporated PBL elements to introduce students to fundamental concepts while engaging them in hands-on projects that promote active learning and critical thinking. These projects are designed to provide students with a foundational understanding of key principles in computer science and information technology through practical application and problem-solving.</u></p> <p><u>As students progress to their second year, courses like INFO 2312 and INFO 2413 continue to emphasize PBL, building upon the skills and knowledge acquired in the first year. These courses challenge students to tackle more complex problems and projects that require deeper analysis, collaboration, and creative problem-solving. By engaging in PBL activities, students develop a deeper understanding of programming languages, database management, and software development practices while honing their teamwork and communication skills.</u></p>

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
				<p><u>In the third year, advanced courses such as INFO 3135, INFO 3180, and INFO 3245 further integrate PBL into the curriculum to prepare students for the demands of the industry. Through project-based assignments and case studies, students explore specialized topics in cybersecurity, network administration, and software engineering, gaining practical experience in applying theoretical concepts to real-world scenarios. These projects challenge students to think critically, innovate, and adapt to evolving technological trends, fostering a deeper understanding of complex IT systems and methodologies.</u></p> <p><u>By the fourth year, students in courses like INFO 4105, INFO 4115, INFO 4190, INFO 4290, INFO 4330, and INFO 4381 are immersed in advanced PBL experiences that simulate professional environments and industry practices. Working on capstone projects and research initiatives, students collaborate with peers, industry partners, and faculty mentors to address complex challenges and develop innovative solutions. These projects not only demonstrate students' mastery of advanced concepts but also prepare them for successful careers in various fields within computer science and information technology. Overall, the integration of project-based learning across all levels of the CSIT program at KPU enhances students' academic experiences, fosters their professional development, and equips them with the skills and knowledge needed to succeed in today's technology-driven world.</u></p>
Obtain institutional approvals from SoB, KPU for any curricular/program adjustments, budget approval	Jendy Wu, <del>Mandeep Pannu,</del> Edward Lo and Ted Chiou	Sep 2023	July 2024 <del>Dec 2023</del>	<p><del>Not started</del> In progress: Within the findings, the committee has identified the following:</p> <ul style="list-style-type: none"> <li>- <u>Interdisciplinary Collaboration: Collaborate with other KPU departments for interdisciplinary projects in CSIT, like partnering with Business for e-commerce projects or Design for UI design.</u></li> <li>- <u>Industry Partnerships: Forge partnerships with local tech firms to provide students real-world projects aligned with courses, including internships or joint projects for solving industry challenges.</u></li> <li>- <u>Integration of Emerging Technologies: Integrate cloud computing, cybersecurity, or data analytics into CSIT PBL projects, ensuring exposure to latest tech trends.</u></li> </ul>

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
				<ul style="list-style-type: none"> <li>- <u>Global Perspective: Collaborate with international universities for CSIT PBL projects, addressing cybersecurity challenges or participating in global hackathons.</u></li> <li>- <u>Community Engagement: Develop PBL projects addressing local issues, like software solutions for non-profits or IT infrastructure plans for local businesses.</u></li> <li>- <u>Feedback Mechanisms: Implement feedback mechanisms to gather input from students, faculty, and industry on PBL project effectiveness.</u></li> <li>- <u>Reflective Practice: Encourage reflective practices in CSIT PBL projects for critical thinking and self-awareness among students.</u></li> <li>- <u>Diverse Assessment Methods: Utilize coding challenges, project presentations, and peer code reviews for comprehensive assessment in CSIT PBL projects.</u></li> <li>- <u>Faculty Development: Offer professional development for CSIT faculty in PBL project design, through workshops, mentorship programs, or conferences.</u></li> <li>- <u>Continuous Evaluation: Establish a system for continuous evaluation and improvement of PBL initiatives in CSIT courses, ensuring relevance and effectiveness.</u></li> </ul>
Launch – 12-month adoption starting with “quick hits”	<u>Jendy Wu,</u> <u>Mandeep Pannu,</u> <u>Edward Lo and Ted Chiou</u> <u>Edward Lo,</u>	Dec 2023	Sep 2024	<u>In progress- Upon approval, the implementation plan outlined in this proposal will be executed, with regular updates and progress reports provided to stakeholders throughout the implementation process.</u> <del>Not started</del>

**STRATEGY 6: Develop suite of data analytic courses**

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 4:** Integration of the CSIT Programs with the Larger School of Business

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Consult with SoB faculty program leaders as well as programs in other Faculties, identify collaboration opportunities to develop new certificate in data analytics	Warren Edwards	Sep 2021	Dec 2021	<b>Completed</b> - The committee has consulted with SoB faculty program leaders and developed a new course in data analytics.
Consult with PAC, identify data analytics certificate option for SoB & KPU students	Warren Edwards	Sep 2021	June 2023	<del>In-progress</del> <b>Completed</b> - <u>The committee has worked with the School of Business for one year and concluded that data analytics is more fitting for interdisciplinary collaboration with the School of Business instead of being solely a CSIT project.</u> <del>The committee has shared its findings with PAC. Committee has developed a new course in Python for Data Analytics.</del>
Present findings at Department meeting for feedback/approval	<del>Jendy Wu,</del> Warren Edwards	Jan 2022	June 2023	<del>Completed</del> <b>In-progress</b> - The committee presented <u>the following findings to the department: a new data analytics course to the department for discussion. The main goal is to offer it as a credit course in CSIT which include it as part of the SoB Certificate in Data Analytics.</u> <u>Data analytics is highly relevant to the School of Business as it provides valuable insights for decision-making, strategic planning, and improving business performance.</u> <u>The following are some examples of how data analytics can be applied within the School of Business:</u>  <u>While the School of Business at KPU utilizes data analytics extensively for market analysis, financial analysis, customer relationship management (CRM), and supply chain management, these specific applications are not currently integrated into the CSIT programs at KPU's Department of Computer Science and Information Technology.</u>  <u>At the CSIT department, the focus is primarily on technical aspects of computer science and information technology, such as programming, software development, networking, cybersecurity, and database management. While these technical skills are essential for careers in the tech industry, there is a growing recognition of the importance of understanding how data analytics can be applied to various business domains.</u>
Draft preliminary proposal for curricular development/adjustment	Warren Edwards	June 2023	Aug 2023	<del>In-progress</del> <b>Closed</b> – <u>The CSIT department at KPU has decided not to proceed with the creation of a diploma program in data analytics.</u> <del>The committee is working on the draft proposal.</del>



Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
				<p><u>Committee decided that to address this gap, CSIT incorporate after School of Business add new program.</u>  <u>Data analytics courses into the CSIT curriculum, students will be equipped to meet the evolving needs of the industry, where the ability to harness data for business insights is increasingly valued.</u>  <u>Additionally, this integration will enhance the interdisciplinary collaboration between the CSIT department and the School of Business,</u></p>
Review draft proposal with PAC and the CSIT department	<del>Jendy Wu,</del> Warren Edwards	June 2023	July 2023	<del>Not started</del> <u>Closed</u>
Create formal proposal	Warren Edwards	July 2023	Dec 2023	<del>Not started</del> <u>Closed</u>
Obtain institutional approvals from SoB, KPU for new data analytics certificate	<del>Jendy Wu,</del> Warren Edwards	Dec 2023	March 2024	<del>Not started</del> <u>closed</u>
Launch new certificate – 12-month implementation including approvals, marketing/scheduling, quick-hits, etc.	Warren Edwards	March 2024	Sep 2024	<u>Closed</u> <del>Not started</del>



**SENATE STANDING COMMITTEE ON PROGRAM REVIEW**  
 Reviewers' Comments: Computer Science and Information Technology  
 Second Annual Follow-Up Report

PROGRAM UNDER REVIEW:      Computer Science and Information Technology

**Instructions for Reviewers**

Your assessment should ensure that progress on the Goals and Planned Actions is clearly articulated. If no progress has occurred on a Goal and/or Planned Action, please ensure that a clear rationale has been provided.

**OVERALL ASSESSMENT:**

*Please provide a brief assessment of the Annual Follow-Up Report under review and an overall recommendation.*

**Reviewer #1:** Report is complete as per reviewer instructions. Information about the new programs (Citation in Cloud... ; I/D Diploma in Front-End..) did not appear to come about because of the review, and appeared to disadvantage the diploma and BTech Degree plans from the QAP. It appeared that plans were made based on evidence, approved, and then dropped because of new courses.

**Reviewer #2:** Overall great second annual follow up report there are just a few date discrepancies listed below. There were also a few areas that were listed as closed below that could use some elaboration and further explanation. I would recommend as there is still quite a few steps that need to be completed that there be a motion for a third annual report.

**Reviewer #3:** Good progress has been made and seems to be significantly in order

**The Report (click on the box that corresponds to your recommendation):**

- Recommend for approval by the SSCPR as is
- Reviewer #1, #2, #3: Recommend for approval by the SSCPR pending suggested actions (see below)
- Recommend for rejection by the SSCPR

**MAJOR ISSUES AND SUGGESTED ACTIONS:**

Complete this section ONLY if you have identified the following major issues with the Annual Follow-Up:

- a) Progress to date is unclear.
- b) No clear rationale has been provided for why no progress has occurred.

Issue (page #)	Suggested Action	Program's Response
Understanding what occurred with the original Draft proposal – from the self study the following issue was raised: <b>current CSIT diploma program lacks any options (e.g., data analytics..)</b> it appears there will be no changes, but there is a new program which is not mentioned previously	Make explicit the plan for acting on Goal 1: Renewal of the CSIT Two-year Diploma Program	
Strategy 2. Has not been met. <b>“program requires some attention in</b>	Clarify rationale for not making the changes to the four core areas.	

<b>Issue (page #)</b>	<b>Suggested Action</b>	<b>Program's Response</b>
<b>four core areas."</b>		
GOAL 1: Renewal of the CSIT Two-year Diploma Program page 1 First 2 steps say completed in Dec 2021, but first step is completed Oct. 2021, and second Nov. 2021	Please change the dates so they correlate correctly	
GOAL 1: Consult with CDC regarding internships/work placement arrangements page 2 is just marked completed?	Please explain how the outcome was reached	
GOAL 1: Consult with SoB Dean's office regarding Sept/24 option launch page 3 is just marked completed?	Please explain how the outcome was reached	
GOAL 1: Launch new diploma option – approvals, marketing/ scheduling, etc. page 3 is just marked completed?	Please explain how the outcome was reached	
GOAL 2: Strengthen and refresh the CSIT Four-year BTech in IT Program page 3 First 2 steps say completed in Dec 2021, but first step is completed Oct. 2021, and second Nov. 2021	Please change the dates so they correlate correctly	
GOAL 2: Strengthen and refresh the CSIT Four-year BTech in IT Program page 4 last 4 steps say closed?	Can you please explain why these steps were closed?	
page 14 last 4 steps say closed?	Can you please explain why these steps were closed?	

**MINOR EDITS (Spelling, syntax, word choice and other mechanical issues).**

Please list corresponding page numbers. Minor edits are NOT discussed at the SSCPR meeting. Add or remove rows as needed.

<b>Minor Edits (page #)</b>
with the School of Design in crafting the program proposal. Page 2 should be 'with the Wilson School of Design'
implement, yellow = page 6 change colour to yellow from green
Goal 1 – "Consult with SoB Dean's office regarding Sept/24 option launch" Update completion date to reflect completed status.
Goal 1 – "Launch new diploma option – approvals, marketing/scheduling, etc." Update completion date to reflect completed status

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## SENATE STANDING COMMITTEE ON PROGRAM REVIEW

**Agenda Number:** 5.4

**Meeting Date:** April 24, 2024

**Presenter(s):** Donna Danielson

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**AGENDA TITLE:** JOURNALISM EXTERNAL REVIEW REPORT

**ACTION REQUESTED:** Motion

**RECOMMENDED RESOLUTION:**

THAT the Senate Standing Committee on Program Review approve the Journalism External Review Report as attached.

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### COMMITTEE REPORT

For Secretariat Use Only

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#### Attachments

Journalism External Review Report

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#### Submitted by

Melike Kinik-Dicleli, Manager of Quality Assurance, Office of Planning & Accountability

#### Date submitted

April 5, 2024



**BA, Journalism**  
**BA, Minor in Journalism**

**External Review Report**

February 1 & 2, 2024

**External Review Team Members**

Frances Bula  
Dan Fumano  
Erin Ashenhurst

## OVERALL ASSESSMENT OF THE SELF-STUDY REPORT

**Criteria:** The Self-Study Report provides a data-supported analysis of the program’s strengths, weaknesses, opportunities and challenges.

**Standards for Assessing the Report:**

- Strengths and areas of improvement identified in the report are supported by data and external review findings;
- Recommendations are supported by data, a clear rationale, and external review findings.

**The External Reviewers:**

- Validate the Self-Study Report’s findings and recommendations
- Do not validate the Self-Study Report’s findings and recommendations

### **Rationale for this Determination:**

The faculty team has clearly put in a lot of research and thought into changes that need to be made (or at least considered) to the program.

There was a lot of information and assessment of the current situation, past changes, and future possibilities presented here. It was challenging for the review team to try to address all of it, as there were a number of questions posed informally throughout the self-study report for the team to answer, as well as lengthy lists of recommendations and considerations.

In general, what the team heard from everyone was the following:

1. There is an ongoing tension as the department tries to encourage more enrolment in upper-level courses by reducing the pre-requisites for them while at the same time dealing with a concern from students and faculty that it's hard to teach upper-level courses because there is such a wide range of knowledge and experience when enrolment is more open. On the positive side, we heard that KPU has not had to cancel any upper-level Journalism courses recently due to low enrolment, which other departments often need to do.
2. Another contributor to the tension is that students who do go on to major in journalism say that they feel they do not get introduced to basic concepts of news judgment, story pitching, story production, and editing until quite late in the program.
3. Along with that, they seem to consistently say they feel they don't get enough "real newsroom-type" experience in covering breaking news stories, as opposed to doing a lot of more feature-style or non-time-hooked news stories. They specifically mentioned wanting more of that newsroom experience for broadcast, so that they are producing something more like actual television- or radio-news stories as opposed to podcasts
4. There were some comments about the need for more diversity in the material presented in class, in the make-up of faculty, and in the opportunities to bring in visiting professors or speakers. At the same time, many commented on past positive experiences working with local First Nations on projects and KPU's links in general with local First Nations.

Clearly, the faculty is aware of much of this, particularly the first three.

Because of all the concern about attracting as many students as possible to journalism courses, while at the same time not wanting to have too much of disparity among students, that leaves faculty trying to walk a careful line between complete openness and a certain amount of restrictiveness. The faculty appears to be well aware of this throughout the self-study report.

## REVIEWERS' VALIDATION OF THE SELF-STUDY REPORT CHAPTERS

### CHAPTER 2: Curriculum Review

**Criteria:** This chapter provides a clear profile of the program graduates, relevant program learning outcomes, and a curriculum mapping assessment that adequately identifies any gaps in the program's curriculum. The assessment is supported by appropriate evidence and conclusions.

**Standards for Assessing this Chapter:**

- Strengths and areas of improvement identified in this chapter are supported by data and external review findings;
- Recommendations in this chapter are supported by data, a clear rationale, and external review findings.

**The External Reviewers:**

- Validate the Self-Study Report's findings and recommendations  
 Do not validate the Self-Study Report's findings and recommendations

**Rationale for this Determination:**

The curriculum review was thorough, and includes information about journalism programs at other post-secondary institutions in BC, examining KPU's unique position as Metro Vancouver's only university offering a four-year Bachelor of Journalism degree.

The eight recommendations provided at the end of this chapter consider options to address many of the issues that students and faculty brought up.



**Additional recommendations, if any, identified by the ERT— include a rationale for each recommendation:**

The self-study report frequently brought up the question of reducing pre-requisites to encourage larger enrolments in particular classes, especially at the upper level.

It does not appear that pre-requisites are excessive and it's not clear how they could be reduced any further for upper-level courses without having an impact on the quality of work that can be expected in a senior story-production course. Yes, it means your upper-level courses are small, but that does not seem to be a concern for administration and the reality is that this is a small program that, no matter what contortions you go through, is not going to be able to offer courses at the frequency and range of Carleton or Toronto Metropolitan. Students choose KPU because it is close to them geographically and relatively affordable, not because they are comparing course options across the country.

There is some potential for reducing pre-requisites for some lower-level production-type classes that could bring in more students and potentially encourage more of them to pursue at least a minor in journalism and take more classes at the upper level.

The self-study report talks about the need for some better course definition and mapping to ensure that students are progressing through courses in a logical and skill-building way, especially for courses that are focused on news-story production. We encourage faculty to continue working on that, in order to eliminate any duplications and to demonstrate a clear path of steps towards advanced skills.

Finally, the self-study report mentions the idea of making "COMM 2100 Media Ethics and Law" a required course for the degree, an idea that some students seemed to like, and that seems to make sense for a Bachelor of Journalism degree. Certainly, it is standard in almost all journalism programs to have that as a requirement for people pursuing a full degree. The review team endorses that move.

### **CHAPTER 3: Program Relevance and Student Demand**

**Criteria:** This chapter adequately assesses program's relevance, faculty qualifications and currency, connections to the discipline/sector, and student demand. The assessment is supported by appropriate evidence and conclusions.

#### **Standards for Assessing this Chapter:**

- Strengths and areas of improvement identified in this chapter are supported by data and external review findings;
- Recommendations in this chapter are supported by data, a clear rationale, and external review findings.

#### **The External Reviewers:**

- Validate the Self-Study Report's findings and recommendations
- Do not validate the Self-Study Report's findings and recommendations

#### **Rationale for this Determination:**

All of the recommendations in this section are well thought out and worth exploring.

**Additional recommendations, if any, identified by the ERT— include a rationale for each recommendation:**

One gap in this section is the absence of new efforts to improve racial diversity on the faculty. It's clear the journalism program has seen some changes in this area since its last review but it is an issue that needs additional work. This was brought up by students and another sector as an area where they think there is room for improvement.

The review team appreciates how difficult it is to recruit Indigenous and other non-white faculty. But there should be some reminder, as the faculty is working through changes following up on this review, that it is still a goal that hasn't been reached and that other strategies could be explored in the meantime.

Students and alumni mentioned the value of having INDG 1100 Introduction to Indigenous Studies. But there appears to be a desire for more content about Indigenous issues and Journalism. It may not be easy to find qualified professors who are Indigenous and want to teach full-time, but it could be worth exploring opportunities for an "Indigenous Journalist-in-Residence," funded by the university. There are some good candidates in the area, as KPU's Journalism faculty members would likely be aware.

There could also be a more conscious strategy about bringing in guest speakers, with some data-tracking. And there could be more methodical efforts to make sure that material related to Indigenous or other non-white communities is included in courses. One student mentioned that there is an Indigenous style guide available for media. At least some kind of reference to that in an introductory course that addresses newsroom practices on style, along with discussions about when a student or practicing journalist could or should use that, would be a good addition.

#### **CHAPTER 4: Effectiveness of Instructional Delivery**

**Criteria:** This chapter adequately examines the effectiveness of the instructional design and delivery of the program and student success. The assessment is supported by appropriate evidence and conclusions.

#### **Standards for Assessing this Chapter:**

- Strengths and areas of improvement identified in this chapter are supported by data and external review findings;
- Recommendations in this chapter are supported by data, a clear rationale, and external review findings.

#### **The External Reviewers:**

- Validate the Self-Study Report's findings and recommendations
- Do not validate the Self-Study Report's findings and recommendations

#### **Rationale for this Determination:**

This section, once again, is thorough. One thing it mentions is the "gap in experiential learning." This seems worth exploring.

**Additional recommendations, if any, identified by the ERT—include a rationale for each recommendation:**

As mentioned above, a repeated theme seemed to be that students felt they didn't get enough real-world "newsroom-type" experience.

The comments that were submitted from one of the students who participated reflected a common theme heard from all of them.

One student commented that the "strict deadlines" in the news reporting class initially seemed "daunting," but they quickly recognized their value, and they felt that more KPU journalism classes should be structured in this way to give students something more similar to a "real-world" experience. This does seem like a valuable skill for a KPU journalism major to sharpen, regardless of whether they pursue work in media, communications, government, the private sector, or any other work environment.

They commented that they worried about their lack of knowledge of writing TV or radio news segments, and were surprised at many of their classmates' lack of awareness around the basics of media law and defamation (like some other sources, this student said the media ethics and law course was very valuable and should be mandatory).

The Program Advisory Committee, struck in 2019 with professionals from the fields of both Journalism and Communications/PR, this sounds like a helpful initiative. The "news reporting" course, which was created with the PAC's input and offered for the first time in Summer 2022, was mentioned by students and faculty as being very valuable.

At the same time, we heard from some students who had great experiences working with The Runner, which they said is in serious need of more contributors. But this is an entirely optional, extra-curricular endeavour.

The review team does appreciate that there may be some challenges and restrictions around having journalism students working with The Runner. For example, the KPU Department of Journalism cannot oversee the publication. But considering students' desire for newsroom experience and the desire for more contributors in the real newsroom that already exists on KPU's campus, it seems like it could be worth pursuing some kind of partnership with The Runner. It might be worth exploring some kind of change to the program, where students who do not complete the ARTS 4800 Practicum course would be required to complete a certain number of hours working with The Runner, in a sort of internship or co-op model, and they earn credit for it.

One idea that came up during the interviews is having The Runner (or a section/off-shoot of The Runner) covering not only KPU campus news, but the broader Surrey-Langley community. For such a fast-growing and important part of Metro Vancouver, Surrey and Langley are covered by a relatively small number of full-time working journalists. It would not be a small or easy undertaking, but there could be opportunities for KPU journalism students to uncover some real-world enterprise stories about the broader Surrey community.

It could be worth exploring international field studies for the KPU journalism program, if the university could partner with journalism schools or organizations in other countries, not unlike the field studies undertaken by some other KPU programs including Art History. Among other benefits, this international experience might help make the KPU Bachelor of Journalism program more appealing for graduates of Langara College's two-year Journalism diploma. As the self-study report notes, although KPU has an articulation agreement with Langara so that Langara's Diploma grads can continue their studies at KPU, no Langara graduates have so far taken advantage of this opportunity. Offering them an international experience could potentially be another draw for them to come to KPU for their Bachelor degree, instead of joining the workforce with their Diploma.

## **CHAPTER 5: Resources, Services and Facilities**

**Criteria:** This chapter adequately assesses program’s resources, services, and facilities from both the student and faculty perspective. The assessment is supported by appropriate evidence and conclusions.

### **Standards for Assessing this Chapter:**

- Strengths and areas of improvement identified in this chapter are supported by data and external review findings;
- Recommendations in this chapter are supported by data, a clear rationale, and external review findings.

### **The External Reviewers:**

- Validate the Self-Study Report’s findings and recommendations  
 Do not validate the Self-Study Report’s findings and recommendations

### **Rationale for this Determination:**

We heard only positive comments about the college’s available resources and facilities.

### **Additional recommendations, if any, identified by the ERT—include a rationale for each recommendation:**

The one area where the program might look at having to boost its resources is if it does try to do more programming for “real-life” journalism experiences in print, audio, photo, and video. It sounded as though the department would need more photo, audio and video equipment in order to support a course where students did more daily newscast-style video or audio stories.

## CONCLUDING COMMENTS

The self-study review demonstrates that the journalism department faculty are very aware of improvements that could be made and are highly sensitive to what their students and graduates are saying.

Many of the recommendations proposed are valuable. The self-study report indicates that faculty are ready to make more adjustments in the areas that have been identified as needing work.

Overall, the faculty, students and administration spoke highly of the program in general and it was a pleasure to hear their enthusiasm and reflections.



**APPENDIX 1: EXTERNAL REVIEW SITE VISIT AGENDA**  
**Kwantlen Polytechnic University**  
**Bachelor of Journalism/ Minor in Journalism**  
**External Review Remote Site Visit Agenda**

February 1 & February 2, 2024

Via Microsoft Teams

Thanks to External Reviewers:

Frances Bula

Dan Fumano

Erin Ashenhurst

Thursday, February 1, 2024:

- |                |  |
|----------------|--|
| 12:40 - 13:20: | Introductions and Interview with Program Chair                           |
| 13:20 - 13:30: | Break  |
| 13:30 - 14:30: | Meet with Students   |
| 14:30 - 14:40: | Break  |
| 14:40 - 15:20: | Meet with University Services Panel (Library Services/ Faculty Advising) |
| 15:20 - 15:30: | Break  |
| 15:30 - 16:30: | Meet with Faculty  |

Friday, February 2, 2024:

- |                |   |
|----------------|---|
| 12:30 - 13:30: | Meet with Alumni/Program Advisory Committee                                 |
| 13:30 - 13:40: | Break   |
| 13:40 - 14:20: | Meet Dean/Associate Dean  |
| 14:20 - 14:30: | Break   |
| 14:30 - 15:10: | Final Meeting with Program Chair  |
| 15:10 - 15:20: | Break   |
| 15:20 - 16:00: | External Review Team meets to discuss findings and coordinate their review. |

\*All times are in Pacific Standard Time.



REPORT: Journalism External Review Report

**OVERALL ASSESSMENT:**

*Please provide a brief assessment of the External Review Report under review and an overall recommendation.*

**Reviewer #1:** I have recommended approval as is, though there were some instances where it was not clear whether the external review team was actually approving (agreeing with) the SSR or merely summarizing what they learned from informants. This is particularly the case in the initial section (“Overall Assessment”). In that section, the team stated “what [they] heard from everyone” but did not say unequivocally whether the team agrees or disagrees. In the chapter 2 section, this is less the case, where the team did commit to saying that pre-requisites are not prohibitive or excessive. The sections on chapter 3 and 4 included some helpful ideas for the department. In the concluding comments, the external review team stated that “many of the recommendations proposed are valuable” but it would have been helpful to have specifics included on which recommendations are valuable and which are less so.

**Reviewer #2:** This is an extremely well composed report. I recommend approving as is.

**The Report (select the box that corresponds to your recommendation):**

- Reviewer #1, #2, and #3: Recommend for approval by the SSCPR as is
- Recommend for approval by the SSCPR pending suggested actions (see below)
- Recommend for rejection by the SSCPR

**MAJOR ISSUES AND SUGGESTED ACTIONS:**

While External Review Reports are not returned to the External Review Team for revisions, Reports may contain major issues which the SSCPR should address. These issues could include (but are not limited to): a) recommendations that go beyond the scope of program review; b) names or other identity information.

Complete the table below ONLY if you have identified major issues in the Report. Identify actions the SSCPR should take to address these issues. Suggested actions could include (but are not limited to): a) redacting names or other identity information; b) providing an SSCPR Response that provides the External Review Team’s recommendations in context. Add or remove rows in the table below as needed.

Issue	Suggested Action for the SSCPR

**MINOR EDITS (Spelling, syntax, word choice and other mechanical issues).**

Please list corresponding page numbers. Minor edits are NOT discussed at the SSCPR meeting. Add or remove rows as needed.

Minor Edits (page #)

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## SENATE STANDING COMMITTEE ON PROGRAM REVIEW

**Agenda Number:** 7.1

**Meeting Date:** April 24, 2024

**Presenter(s):** Melike Kinik-Dicleli

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**AGENDA TITLE:** MANAGER’S REPORT ON STATUS OF PROGRAM REVIEWS

**ACTION REQUESTED:** Information

**RECOMMENDED RESOLUTION:** N/A

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### COMMITTEE REPORT

For Secretariat Use Only

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#### Context and Background

There are 37 programs (or cluster of related programs) that are at various stages in the program review process.

<i>Phases</i>	<i>Number of programs</i>
Self-Study	14
External Review	4
Quality Assurance Plan	1
Annual Follow-Up Reporting	18
Total	37

#### Attachments

Manager’s Report\_Status of Program Reviews\_Details for April 2024 SSCPR Meeting

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#### Submitted by

Melike Kinik-Dicleli, Manager of Quality Assurance, Office of Planning & Accountability

#### Date submitted

April 15, 2024

Faculty	Program	Self-Study			External Review		QA Plan	Annual Follow-up		Progress Update The table includes only the reviews in progress.
		Planning Began	Data Collection Concluded	Report Approved	Date of Site Visit	Report Received	QA Plan Approved	1st Report Approved	2nd Report Approved	
ACP	English Upgrading	Dec-18 re-start: Sep-21	Admin Data: Feb-19 Admin Data: April-22 Survey Data: Nov-22							Program received the survey reports on November 25, 2022. The self-study report was due in <b>May 2023</b> .
Arts	Anthropology	Sep-18	Admin Data: Feb-19 Survey Data: Feb-19	Apr-21	Oct 18/19, 2021	Nov-21	Jun-22	Jun-23		Second annual follow-up is due in <b>June 2024</b> .
Arts	Asian Studies	Oct-22	Admin Data: April-23 Survey Data: April-23	Sep-23	Feb 28/29, 2024	Apr-24				External Review Report was received on April 8, 2024. It is on the agenda for the May SSCPR meeting.
Arts	Criminology	Jan-2019 re-start: Oct-22	Admin Data: Feb-19 Revised Admin Data: Feb-20 Survey Data: May-20 Survey&Admin Data: Jun-23	Nov-23						External review planning information was sent to program on <b>December 4, 2023</b> . A reminder was sent on <b>February 27, 2024</b> .
Arts	Creative Writing	May-21	Admin Data: Nov-21 Survey Data: Nov-21	Sep-22	Jan 18/20, 2023	Feb-22	Sep-23			First annual follow-up is due in <b>October 2024</b> .
Arts	Education Assistant	Sep-19	Admin Data: Oct-19 Survey Data: June-20	May-21	Nov 25/26, 2021	Jan-22	Oct-22	Oct-23		SSCPR asked program to report on their progress a second time in <b>October 2024</b> .
Arts	English	May-20	Admin Data: Jan-21 Survey Data: April-21	Nov-21	Feb 10/11, 2022	Mar-22	Oct-22	Oct-23		SSCPR asked program to report on their progress a second time in <b>October 2024</b> .
Arts	Fine Arts	Dec-23	Survey Data: May-23 Admin Data: May-23	Jan-24						Revisions to SSR were submitted in March 2024. External review planning information was sent on April 11.
Arst	Geography	Feb-22	Admin Data: Dec-22 Survey Data: Dec-22	Jun-23	Nov 30, 2023	Feb-24				Quality assurance plan is due in <b>May 2024</b> .
Arts	Journalism	Dec-22	Survey Data: May-23 Admin Data: Jun-23	Sep-23	Feb 1&2, 2024	Mar-24				External Review Report is in.
Arts	Language & Culture	Dec-21	Admin Data: May-22 Survey Data: May-22	Nov-22	Mar 8 & 9, 2023	Apr-23	Sep-23			First annual follow-up report is due in <b>October 2024</b> .
Arts	NGOs and Nonprofit Studies	Jan-23	Survey Data: Jun-23 Admin Data: Sep-23	Mar-24						Self-study report is approved as amended based on discussions at March meeting.
Arts	Philosophy	Sep-17	Admin Data: Sep-18 Survey Data: Dec-17 (Discipline Survey: Mar-18)	Apr-19	Jul-19	Jul-19	Apr-21	May-22	May-23	Third annual follow-up is due in <b>May 2024</b> .
Arts	Political Science	Dec-19	Admin Data: Dec-19 Survey Data: June-20	Apr-22	Nov 7/9, 2022	Dec-22	Jun-23			First annual follow-up is due in <b>May 2024</b> .
Business	Computer Science and Information Technology	Apr-19	Admin Data: May-19 Survey Data: Jan-20	Nov-20	Mar 1/2, 2021	Mar-21	Oct-21	Mar-23		Second annual follow-up is in.
Business	Economics	Oct-22	Survey Data: Jun-23 Admin Data: Jun-23							Self-study report will be on the agenda for the May 2024 meeting.
Business	Entrepreneurial Leadership	Nov-23								Program is working on Chapters 1 & 2. Surveys are being drafted.
Business	Global Business Management	May-23								The work on Chapters 1 & 2 started in March 2024. Surveys are being drafted.
Business	Green Business Management and Sustainability	May-23								The work on Chapters 1 & 2 started in March 2024. Surveys are being drafted.
Business	Marketing	Sep-23	Admin Data: Jan-23 Survey Data: Feb-24							Survey reports were delivered in February 2024. Self-study report is due in <b>May 2024</b> .
Business	Operations and Supply Chain Management	Jun-23	Admin Data: Survey Data: Mar-24							Survey reports were delivered in March 2024.

Faculty	Program	Self-Study			External Review		QA Plan	Annual Follow-up		Progress Update The table includes only the reviews in progress.
		Planning Began	Data Collection Concluded	Report Approved	Date of Site Visit	Report Received	QA Plan Approved	1st Report Approved	2nd Report Approved	
Business	Technical Management and Services	Sep-22	Admin Data: April-23 Survey Data: April-23							Self-Study Report that was submitted on February 2, 2024 needs revisions.
Design	Fashion Design & Technology	Sep-20	Admin Data: Feb-21 Survey Data: Mar-21	Jun-21	Sep 28/29, 2021	Oct-21	May-22	May-23		SSCPR asked program to report on their progress a second time in <b>May 2024</b> .
Design	Interior Design	Sep-18	Admin Data: Nov-18 Admin Data: Sep-19 Survey Data: Nov-18	Jan-20	Jun-20	Aug-20	Feb-21	Mar-22	Mar-23	Third annual follow-up report is in.
Design	Product Design	Feb-19	Admin Data: Feb-19 Survey Data: Oct-19	Jun-20	Feb 24/25, 2021	Apr-21	Nov-21	Nov-22	Jan-24	SSCPR asked program to report on their progress a third time in <b>January 2025</b> .
Design	Technical Apparel Design	Jun-18	Admin Data: Dec-18 Admin Data: Oct-19 Survey Data: Dec-18	Jan-20	Sep-20	Oct-20	Jan-21	Jan-22	Mar-23	Third annual follow-up report is in.
Health	Bachelor of Psychiatric Nursing	Sep-18	Admin Data: Feb-19 Survey Data: Feb-19	Oct-20	Feb-20	Mar-20	Nov-20	Jan-22	Feb-22	SSCPR asked program to report to report on their progress a third time in <b>February 2024</b> .
Health	Health Unit Coordinator Certificate	Jan-18	Admin Data: Jun-18 Survey Data: Discipline + Alumni: Mar-18 Student + Faculty: Aug-18	Dec-18	Jun-19	Jul-19				All intakes are suspended. The review is on hold until the future of the program is determined.
Health	Nursing	Dec-23								Program is working on Chapters 1 & 2. Surveys are being conducted.
Health	Nursing-AE	Dec-23								Program is working on Chapters 1 & 2. Surveys are being drafted.
Health	Traditional Chinese Medicine - Acupuncture	Dec-23								Program is working on Chapters 1 & 2. Surveys are being drafted.
Science	Biology	Oct-19	Admin Data: Nov-19 Revised Admin Data: Mar-21 Survey Data: Mar-21	Oct-21	Feb 24/25, 2022	Apr-22	Oct-22	Nov-24		Second annual follow-up is due in <b>November 2024</b> .
Science	Brewing and Brewery Operations	Nov-21	Admin Data: May-22 Survey Data: May-22	Sep-22	Mar 14 & 16, 2023	Apr-23	Oct-23			First annual follow-up is due in <b>October 2024</b> .
Science	Computer Aided Design and Drafting	Jan-24								The program is working on Chapters 1 & 2. Surveys are being conducted.
Science	Horticulture Technology Diploma/BHS Plant Health	Nov-21	Survey Data Hort Tech: Mar-23 Survey Data Plant Health: Dec-23 Admin Data: Sep-23							This review is expanded to include the BHS Plant Health credential. Program Review Team is working on the SSR.
Science	Mathematics	May-19	Admin Data: Jul-19 Survey Data: Faculty: Jul-19 Alumni: Sep-19 Discipline/Sector: Sep-19	Oct-20	Mar 10/11, 2021	Apr-21	Feb-22	Mar-23		SSCPR asked program to report on their progress a second time in <b>March 2024</b> .
Science	Physics for Modern Technology	May-21	Admin Data: Nov-21 Survey data: Feb-22	Jun-22	Nov 30/Dec 1, 22	Jan-23	Sep-23			First annual follow-up report is due in <b>September 2024</b> .

Faculty	Program	Self-Study			External Review		QA Plan	Annual Follow-up		Progress Update The table includes only the reviews in progress.
		Planning Began	Data Collection Concluded	Report Approved	Date of Site Visit	Report Received	QA Plan Approved	1st Report Approved	2nd Report Approved	
Science	Sustainable Agriculture	Oct-19	Admin Data: Nov-19 Revised Admin Data: Feb-21 Survey Data: Student: Aug-20 Faculty & Alumni: Jan-21 Discipline/sector: Feb-21	Sep-21	Mar 7/9, 2022	Apr-22	Nov-22			First annual follow-up report was due in <b>November 2023</b> .