



Program Review Quality Assurance Plan

Quality Assurance Plan for: Technical Apparel Design, Wilson School of Design, Kwantlen Polytechnic University

Date submitted to SSCPR: Jan 6th, 2021 for the meeting on Jan 27th, 2021

Date Self-Study Report approved by SSCPR: Jan 18th, 2020

Date of External Review: Sep 24th and Sep 25th, 2020

SUMMARY

Technical apparel is the future of fashion. BC's temperate rainforest ecosystem combined with our mild temperatures and access to the oceans and mountains create ideal conditions to develop and test technical apparel year-round. Our landscape has attracted a combination of large, globally established companies such as Arc'teryx, lululemon, and Mountain Equipment Co-op and small-to-medium sized businesses such as Mustang Survival, Westcomb, and Samsara Cycle to headquarter their organizations here. These factors inspired the creation of our program and will continue to increase the demand for our grads. Although the Technical Apparel Design program is one of the Wilson School of Design's newest programs, we have achieved many successful milestones to date. Some examples from the past three years include multiple grads using their capstone projects to win internationally acclaimed design awards (IDSA, Core77), one of our grads being awarded a \$40,000 "Innovation at Work" grant from WorkSafeBC to commercialize his capstone project and maintaining a high employment rate amongst graduates who complete the program. We look forward to celebrating even more of our students' work in the future.

This is the first program review that the Post-Baccalaureate Diploma in Technical Apparel Design program has undergone. Our Quality Assurance Plan encompasses findings from both the Self Study Report and the External Review Report. The External Review was conducted on the mornings of September 24th & 25th, 2020. We are grateful for the three members on our review panel who were thorough and engaged throughout the process. They spoke to each stakeholder group thoroughly and compiled a robust analysis and evaluation of the validity of our Self Study Report. It is important to note that the external reviewers validated the Self-Study Report's findings and recommendations for each chapter. The External Review Report identified several program strengths, challenges, opportunities and threats, which are summarized below:

Strengths	<ul style="list-style-type: none">● The mentorship program that we recently implemented was recognized as a program strength and recommended that we continue to run the program.● The Technical Apparel Design program has low barriers to entry which increases the quantity and diversity of applicants.● The Wilson School of Design has excellent labs and facilities which attract many new applicants to the program.● The international travel experience that is currently part of our Capstone Project course has been supported by our Advisory Committee, alumni, and students.
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Weaknesses	<ul style="list-style-type: none"> ● The graduates from our program are not ready for the workforce; they need more experience in career development, portfolio building, and work experience. ● Our students lack technical design skills and experience using the following software: Adobe Illustrator, Adobe InDesign, and 3D design. ● Students require more access and support to our labs and facilities outside of class time. ● Students would benefit from a larger, more diverse faculty team.
Opportunities	<ul style="list-style-type: none"> ● The implementation of new courses in technical design, sewing/pattern drafting, and work experience in order to increase student experience and program reputation. ● Develop and execute a specialized marketing plan for the program that focuses on awareness and the post-bac level of education, which results in increased applicants. ● Create and nurture relationships with international educational institutions where graduates of our program could attend to receive credit in pursuit of their master's degree. ● Create opportunities for our Advisory Committee to connect with our students more frequently throughout the program.
Threats	<ul style="list-style-type: none"> ● The covid-19 pandemic is a threat as our program cannot be as effectively taught remotely. ● Low enrolment threatens the viability of our program.

In response to the External Review Report, we developed seven goals with corresponding strategies. They will be executed as outlined below, over the next five years. We plan on consulting with all relevant stakeholder groups as we complete each strategy to ensure we remain on track. The goals and strategies listed below will continue to elevate the quality and viability of our program. We express our sincere gratitude to the external review panel and all stakeholders who participated in our external review to help improve our program.

QUALITY ASSURANCE GOALS

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

GOAL #1 - 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.

RATIONALE FOR THIS GOAL:

Throughout the Self Study and External Review, stakeholders have noted that our grads lack experience and skills in technical design, advanced drafting and sewing, and workplace experience. In order to improve the quality of our program by preparing our students for their future working in the technical apparel industry, we must develop and implement these three new courses.

Recommendation(s) this Goal Addresses - Technical Design Skills	Report, Page
"Students and alumni, in both interviews and the Self Study report mentioned the need for technical design courses including a focus on sketching, digital design, and 3D apparel design (CLO 3D / Browzwear)."	ER, Page 4
"Regarding software, it was mentioned throughout conversations with faculty and alumni, the need to introduce and make available 3D apparel design software including CLO3D or Browzwear."	ER, Page 7
"CLO3D / Browzwear are becoming industry standards. Integration in the formal curriculum or in micro courses should be a high priority. Opportunity to ask local companies to demonstrate/host sessions to accommodate added cost."	ER, Page 8
"Student & Alumni Feedback included suggestions for more focus on design and hard skill development (sewing, pattern drafting, adobe illustrator)"	ER, Page 9
"Thinking of the program's curriculum as a whole, please highlight the following areas for improvement:" <ul style="list-style-type: none"> ● "I would like to see a greater emphasis on construction/prototyping skills and creating tech packs." ● "teachers should teach more details about how technical apparel knowledge and foundation knowledge [sic] of garment making principals [sic]" ● "More diveristy [sic] of teachers, LESS WRITING REPORTS, a computer course, tech pack course, pattern making course, technical drawing course, LESS REPORTS" 	SS Appendix, Page 40
"Thinking of the program's curriculum as a whole, please highlight content that is currently missing but should be covered:" <ul style="list-style-type: none"> ● "More time on pattern making and garment construction." ● "adobe illustrator!!!!!" ● "Pattern making, technical drawing and construction" ● "Greater focus on prototyping/construction and design, not just function, and creating tech packs" ● "How to draw flats, how to use illustrator on a basic level," ● "have some experience with industry programs e.g. Adobe package" ● "Pattern making, sketching, SPEC PACK, BOM, POM, measurement, sewing, construction" 	SS Appendix, Page 40
"Please provide a reason for why you are unlikely to recommend the post-baccalaureate program to others."	SS Appendix, Page 56

<ul style="list-style-type: none"> “There is no clear outline of the courses and the skills we will be learning. We learn ALOT [sic] of soft skills (design thinking, research, analysis) but we don’t have a lot of hard skills (Illustrator, pattern making, sewing). Also, there’s WAY too much writing for a design program. Finally, there should be a clear explanation that we will most likely get an entry-level design assistant or development assistant jobs not mid-level designer or management.” 	
<p>“If there was a particular topic/area that was missing from the Technical Apparel program that would not have required additional credits but would have helped you prepare for related work or further study, please tell us about it.”</p> <ul style="list-style-type: none"> “Adobe Illustrator” 	SS Appendix, Page 67
<p>“Why do you feel the number of student contact hours is not adequate?”</p> <ul style="list-style-type: none"> “There are not enough hours to cover some important industry skills such as technical drawing and working with software programs such as Adobe Illustrator or Creative Suite. Another missing component in the program is an industry practicum or internship. This would be so helpful in gaining valuable industry experience.” 	SS Appendix, Page 102
<p>“Thinking of Technical Apparel’s curriculum as a whole, please highlight the following content that is currently missing but should be covered:</p> <ul style="list-style-type: none"> “Industry internship, technical drawing, [sic]” 	SS Appendix, Page 104
Recommendation(s) this Goal Addresses - Advanced Drafting and Sewing	
<p>“Student & Alumni Feedback included suggestions for more focus on design and hard skill development (sewing, pattern drafting, adobe illustrator) as opposed to theory.”</p>	ER, Page 9
<p>“Thinking of the program’s curriculum as a whole, please highlight content that is currently missing but should be covered:”</p> <ul style="list-style-type: none"> “More time on pattern making and garment construction.” “adobe illustrator!!!!!!” “Pattern making, technical drawing and construction” “Greater focus on prototyping/construction and design, not just function, and creating tech packs” “How to draw flats, how to use illustrator on a basic level,” “have some experience with industry programs e.g. Adobe package” “Pattern making, sketching, SPEC PACK, BOM, POM, measurement, sewing, construction” 	SS Appendix, Page 40
<p>“Thinking of the program’s curriculum as a whole, please highlight the following areas for improvement:”</p> <ul style="list-style-type: none"> “I would like to see a greater emphasis on construction/prototyping skills and creating tech packs.” “teachers should teach more details about how technical apparel knowledge and foundation knowledge [sic] of garment making principals [sic]” “More diveristy [sic] of teachers, LESS WRITING REPORTS, a computer course, tech pack course, pattern making course, technical drawing course, LESS REPORTS” 	SS Appendix, Page 40
<p>“Please provide a reason for why you are unlikely to recommend the post-baccalaureate program to others.”</p> <ul style="list-style-type: none"> “There is no clear outline of the courses and the skills we will be learning. We learn ALOT [sic] of soft skills (design thinking, research, analysis) but we don’t have a lot of hard skills (Illustrator, pattern making, sewing). Also, there’s WAY too much writing for a design program. Finally, there should be a clear explanation that we will most likely get an entry-level design assistant or development assistant jobs not mid-level designer or management.” 	SS Appendix, Page 56
Recommendation(s) this Goal Addresses - Career Development / Work Experience (optional)	
	Report, Page

“Lengthen the program only for the inclusion of a work experience/practicum component. This was highlighted as a main piece that is currently missing in the program to prepare students to enter the industry upon graduation.”	ER, Page 2
“Continue to work in a post-bac format, increasing the program length to include a work experience practicum placement, the ideal is 3-6 months in length, in a full-time role.”	ER, Page 2
“Along with the addition of a practicum, there should be further education in professional development (resume & portfolio building, industry practices & input) from industry professionals.”	ER, Page 4
“Knowledge gaps were identified in aiding students to see avenues through which they might utilize past experiences (education and work) with industry work. These connections could be further built on in a professional practices course.”	ER, Page 5
“Additional content coverage and guidance is needed in how students might be strategic with their capstone project.”	ER, Page 6
“Thinking of the program’s curriculum as a whole, please highlight the following content that is currently missing but should be covered:” <ul style="list-style-type: none"> ● “summer internship” 	SS Appendix, Page 40
“If there was a particular topic/area that was missing from the Technical Apparel program that would not have required additional credits but would have helped you prepare for related work or further study, please tell us about it.” <ul style="list-style-type: none"> ● “Paid industry co-op/internship completed alongside second term (after fundamentals covered). This practical credit requirement would enable necessary networking, support learning in specialized area of interest, and provide a realistic sense of industry (culture, pace, and role diversity). Students would value the faculty and curriculum more if they understood how the industry *actually* functions. By providing term-length placements, KPU would gain: buzz as a special talent pool source; formal/organic program marketing; student networking/employment opps; ongoing curriculum feedback; and insight into practical skills needed for graduate success. Currently, the lack of an industry placement makes DETA grads less competitive, and the program is less valuable and attractive (compared to other programs).” 	SS Appendix, Page 67
“Why do you feel the number of student contact hours is not adequate?” <ul style="list-style-type: none"> ● “There are not enough hours to cover some important industry skills such as technical drawing and working with software programs such as Adobe Illustrator or Creative Suite. Another missing component in the program is an industry practicum or internship. This would be so helpful in gaining valuable industry experience.” 	SS Appendix, Page 102
“Thinking of Technical Apparel’s curriculum as a whole, please highlight the following content that is currently missing but should be covered:” <ul style="list-style-type: none"> ● “Industry internship, technical drawing” 	SS Appendix, Page 104
“Please provide a reason for why you would be unlikely to recommend a Master’s in Technical Apparel at KPU.” <ul style="list-style-type: none"> ● “KPU needs to step up to industry collaboration, creating opportunities for internship, need to bring more industry experts, may be as a guest lecturers” 	SS Appendix, Page 115
“What can KPU’s Technical Apparel program do to build better connections with the discipline/sector?” <ul style="list-style-type: none"> ● “more co-op / intern experiences” ● “Start offering actual work internships that are a couple of months long blocks. Your students come out of the program and they are very green, which puts them into a position of trying to get a job with zero work experience. Companies have a harder time taking that leap of faith on candidates if they haven't been exposed 	SS Appendix, Page 146

to the industry on a physical work level. We just don't have the time or the resources to train and take people on without some kind of experience. However if they come to us for internships, then they can be integrated into the process on a smaller level, more accessible projects that they can start sinking their teeth into and they are then more exposed to how companies go about the design and development process before they are looking for work.”

- “Continue to grow coop placings.”

GOAL #2 - Diversify faculty by hiring up to two new Instructors to teach in the Technical Apparel Design program.

RATIONALE FOR THIS GOAL:

The Technical Apparel Design program has a small, but strong faculty of three Instructors plus the program Chair. The External Review Committee described the Technical Apparel Design faculty as a “small and diverse faculty team” (ER, pg. 5) with “a wealth of skills” (ER, pg. 5). However, they recognize that the students would benefit from a greater range of Instructors to enhance their learning. Diverse faculties also help programs with administrative and logistical issues, such as replacements for absences or leaves and can provide more flexibility for the Wilson School of Design while assigning workload. In 2019, an Instructor from another faculty of the Wilson School of Design stepped in to cover a leave for one of our faculty members; students noted this as a positive experience for their cohort. The Technical Apparel Design Hiring Committee will meet annually to vet all Wilson School of Design faculty members to increase the diversity of faculty. We will also open the hiring process to external industry members, which will improve the quality of learning for students.

Recommendation(s) this Goal Addresses	Report, Page
“Students cited having Jimmy Choi join the faculty team in the middle of the Spring 2020 semester brought additional perspective that was very much appreciated.”	ER, Page 5
“Thinking of the program’s curriculum as a whole, please highlight the following areas for improvement:” <ul style="list-style-type: none"> ● “More diversity of teachers, LESS WRITING REPORTS, a computer course, tech pack course, pattern making course, technical drawing course, LESS REPORTS” 	SS Appendix, Page 40
“Please provide a reason for why you would be unlikely to recommend a Master’s in Technical Apparel at KPU.” <ul style="list-style-type: none"> ● “KPU needs to step up to industry collaboration, creating opportunities for internship, need to bring more industry experts, may be as a guest lecturers.” 	SS Appendix, Page 115

GOAL #3 - Develop stronger connections between our Advisory Committee/tech apparel industry members and our students.

RATIONALE FOR THIS GOAL:

Throughout both the Self Study and External Review, students expressed the desire to have more consistent connections with our Advisory Committee and industry members. Our Advisory Committee expressed the desire to connect more regularly with our students. Interactions could include but are not limited to guest speakers, lectures, and in-class workshops. The strengthening of these relationships is mutually beneficial for the student and the Advisory Committee. Students will have more industry connections once they complete the program and the Advisory Committee will have pre-established relationships with our students by the time they are ready to be hired. Faculty will develop program initiatives that increase the interaction between our industry and our students.

Recommendation(s) this Goal Addresses	Report, Page
“Closer connection between students and advisory panel & Industry: Include industry-led taught micro-courses within the curriculum as a way for students to create further industry connections, ensure relevance to industry at times of quick change and innovation.”	ER, Page 5
“Incorporate opportunities for guest lecturers from companies to teach courses, lectures, and workshops.”	ER, Page 6
“Incorporate guest lecture series each semester to provide consistent opportunities for industry to participate in the program.”	ER, Page 8
“The industry advisory committee engagement has significantly died off - make it easy and fun to attend when they are scheduled.”	SS Appendix, Page 146
<p>“Thinking of the program as a whole, please highlight the following areas for improvement:”</p> <ul style="list-style-type: none"> ● “Provide industry an extended learning placement // Remove curriculum redundancy with Product Design and Fashion Design; it significantly devalues DETA// Provide regular workshop/guest facilitators to provide more breadth of industry learning and approaches // Raise the expectations for student performance to post-bacc level and leverage previous work experiences // * I realize subsequent cohorts benefitted from advanced equipment purchased after Maxport visit. Made 2014 and 2015 cohorts look less capable because industry saw very different proto outcomes.” 	SS Appendix, Page 70
<p>“Please provide a reason for why you would be unlikely to recommend a Master’s in Technical Apparel at KPU.”</p> <ul style="list-style-type: none"> ● “KPU needs to step up to industry collaboration, creating opportunities for internship, need to bring more industry experts, may be as a guest lecturers.” 	SS Appendix, Page 115

GOAL #4 - Create a Technical Apparel Design International Field School by 2023.

RATIONALE FOR THIS GOAL:

The international travel component of our program is supported by all stakeholders as it is an essential component of experiential learning in our program. We need to create an international field school experience that exposes our students to the process of manufacturing overseas. This international field school will be used in our marketing and communication initiatives to increase enrolment. It will be open and accessible to all students in the Wilson School of Design.

In the past, an international field trip has been part of the Capstone Project course (DETA 5300). However, we are not guaranteed funding for this international travel experience until 3-4 months before the trip is scheduled. This creates anxiety for both students and faculty as they do not have enough time to plan for the trip and integrate it properly into the curriculum. Most of our students work throughout the program and need to have advance notice to arrange their work schedules. Faculty also need to have the trip confirmed well in advance, so that their curriculum and coursework align with the experience.

Recommendation(s) this Goal Addresses	Report, Page
“Advisory committee members voiced the desire to maintain the mentorship program that was recently established, and to continue to offer the international travel components. These thoughts were echoed by students, and are supported by the conversations that took place in the external review conversations.”	ER, Page 5
“Potential of tuition increases are supported by students, alumni and industry for the inclusion of international travel (when possible) for the learning and networking opportunities these provide.”	ER, Page 6
“Thinking of KPU’s Technical Apparel program as a whole, please highlight the following program strengths:” <ul style="list-style-type: none"><li data-bbox="209 889 741 922">● “International travel to factory overseas”	SS Appendix, Page 70

GOAL #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.

RATIONALE FOR THIS GOAL:

The labs at the Wilson School of Design have been recognized as a program strength by all stakeholders. They are satisfied with the facilities at the Wilson School of Design and view them as a marketable feature of the program. Our Self Study report noted that over 53% of our students were ‘very satisfied’ with the lab/computer space. However, access to the labs outside of class time is limited to the students. The students need this time outside of class to work on assignments, as they do not have the machinery or facilities at home to work on assignments. Students also need a prototype/production focused lab technician that can assist with their assignments during these extended hours.

Recommendation(s) this Goal Addresses	Report, Page
“We support the recommendation for longer lab hours (when the current global pandemic resolves and students are able to have regular onsite campus and lab access).”	ER, Page 7
“Work with the new lab coordinator and lab technicians to determine if there are any further areas of support that are lacking.”	ER, Page 7
“Inquire into the possibility of lab assistants to support students in their open lab work, and use of machinery.”	ER, Page 7
“Thinking of the program’s resources, services and facilities, please highlight the following areas for improvement:” <ul style="list-style-type: none"> ● “longer lab hours / more consistent hours” 	SS Appendix, Page 51
“Thinking of the program’s resources, services and facilities, please highlight the following areas for improvement:” <ul style="list-style-type: none"> ● “Access of Base Blocks (maybe theory can be creative commons resources the students can access outside of class)” ● “Testing equipment needs to be set up so students can have access to testing. A lab tech is needed for this area as well, who can help students with this equipment along with the body scanner. Need to expand and focus marketing the program to reach target user groups beyond the program website.” ● “Better support within labs. Test equipment organized in a unified, easy to use manner. Realistic guidance and policy from marketing to support generation of exhibit materials in a single semester Capstone course (not workable now).” 	SS Appendix, Page 113

GOAL #6 - Develop articulation agreements that define pathways for our graduates to pursue a related master’s degree program with up to three academic institutions.

RATIONALE FOR THIS GOAL:

Various stakeholders have requested that articulation agreements with other Universities that could be a pathway to a master’s degree for our grads be put in place throughout the Self Study and External Review. In addition, these agreements would help with our marketing efforts as it makes the program more attractive to prospective students, if they can continue with their studies. Upon the development of this program, there were preliminary discussions with Heriot Watt University with the intention of creating a pathway into their master’s program. It is unclear why this communication dropped off, but we have received feedback from students and alumni that they would like to have this option upon the completion of our program. We plan to reconnect with Heriot Watt University to reopen communication. In addition, research needs to be done to determine which other global Universities have the potential for similar agreements.

Recommendation(s) this Goal Addresses	Report, Page
“Move the current post-bac programming into a masters pathway.”	ER, Page 2
<p>“Develop articulation agreements with educational institutions so that should students wish, they may be able to continue with their education to obtain a masters upon their completion of the Technical Apparel Design program.</p> <ul style="list-style-type: none"> ● Revisit conversations with Heriot Watt University, inquire why previous agreement was not formalized ● Inquire if there are other existing Masters programs that Technical Apparel Design program students could step into as a way to achieve a masters if desired” 	ER, Page 3

GOAL #7 - Develop and implement a new marketing strategy that will result in increased enrolment.

RATIONALE FOR THIS GOAL:

This goal is supported by all relevant stakeholders as it helps to sustain the viability of the program. It is widely recognized that we have a strong program, but since it is relatively new, our challenge is awareness. In order to increase awareness, we need to create and execute a marketing campaign that targets potential Technical Apparel Design applicants. Since we are the only Post-Baccalaureate Diploma program in the Wilson School of Design (WSD), we require a unique marketing strategy. Most of the programs at WSD target secondary students, who are not admissible to our program.

Many factors of our program can be used in this strategy, including our industry connections, alumni success stories, and our labs/facilities. Many surveyed students (57%) noted that the “program’s connections to the discipline/sector” and “success of program graduates” influenced their decision to enrol in the program. We require a stronger communication and awareness plan that will result in increased enrolment.

Recommendation(s) this Goal Addresses	Report, Page
<p>“Increase program awareness further by drawing connections between the program and industry based companies, and student success stories.</p> <ul style="list-style-type: none"> ● Regularly track data of where students are finding out about the program, and what is the deciding factor in enrolling to best guide future marketing efforts ● Further create connections for students between the outdoors and products involved, and content being learned to ensure students have appropriate context for learning activities ● Utilize social media and other marketing tools including creating meaningful content to generate interest in prospective students and potential industry partners.” 	ER, Page 3
<p>“One student mentioned the labs as being a primary reason they decided to enroll in the program. Marketing not only program successes utilizing current students and faculty, but continuing to show the incredible lab capabilities seems to be a significant point for prospective students.”</p>	ER, Page 7
<p>“With the need to build enrolment it is strongly suggested that faculty revisit marketing initiatives on an annual basis as a way to assess what is effective in attracting students and having them apply and enroll.</p> <ul style="list-style-type: none"> ● Marketing might focus on alumni success stories and partnerships with local companies ● Create consistent content via social media, web, and through video. Dedicated KPU Technical Apparel social media accounts could be very beneficial for this purpose.” 	ER, Page 8
<p>“Thinking of the program’s curriculum as a whole, please highlight the following areas for improvement:”</p> <ul style="list-style-type: none"> ● “more structure and communication between faculty. Better/more informative marketing. More designing and exploring concepts with construction” 	SS Appendix, Page 40
<p>“Thinking of the program’s resources, services and facilities, please highlight the following areas for improvement:”</p> <ul style="list-style-type: none"> ● “Testing equipment needs to be set up so students can have access to testing. A lab tech is needed for this area as well, who can help students with this equipment along with the body scanner. Need to expand and focus marketing the program to reach target user groups beyond the program website.” 	SS Appendix, Page 113

RECOMMENDATIONS THE QUALITY ASSURANCE PLAN DOES NOT ADDRESS

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

Recommendations	Report (page number)	Rationale
Strengthen program connections with Fashion Design & Technology and Product Design.	ER, Page 3	We fully support this action but do not believe that it as a goal. It is an action item that will be accomplished in the Spring 2021 semester through regular meetings with both program Chairs.
Convert the accreditation from a Post-Baccalaureate Diploma into a master's degree. "Further conversations around shifting the program into a masters should be done with advisory board and industry partners to ensure that local industry is ready for this shift, and that the program is fulfilling the expectations that industry might have for those graduating from a master's program." (ER, Page 4)	ER, Page 4	More research is necessary before we can decide whether to convert our program into a master's degree. We first need to establish ourselves as a successful Post-Baccalaureate Diploma and implement the changes that have been suggested through this process. After the suggested changes have been implemented, we will explore whether the transition to a master's degree is the next step, which will likely occur in the next Program Review.
"A Sweating Guarded Hotplate is necessary to measure thermal properties and water vapor permeability. In addition, a Rain Tester is required to measure water repellency of textiles in a variety of wet conditions."	SS, Page 34	The Wilson School of Design has implemented a process for requesting and acquiring new equipment based on budget availability.
"Additional industry team members can also be considered for the workshops and short courses under the Continuing and Professional Studies framework."	SS, Page 41	The Wilson School of Design (WSD) wants to work closely with the Continuing Professional Studies Office to develop a strategy that results in revenue generation for all WSD programs. This strategy has not yet been fully developed.

QUALITY ASSURANCE FIVE-YEAR ACTION PLAN

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

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGINS: Dec 2020

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

GOAL 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	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Update all existing Technical Apparel Design courses for relevancy and currency.	Faculty	Dec 2020	Jan 2021	
Create new course outlines for three new proposed courses: Technical Drawing, Career Prep, Work Experience.	Faculty and Chair	Dec 2020	Jan 2021	
The Curriculum Committee approves all course updates and new course outlines.	Chair	Dec 2020	Feb 2021	Submit by Feb 5, 2021 Meeting date: Feb 17, 2021
SSCC approves all updates and new courses.	Chair	Dec 2020	Mar 2021	Submit by Feb 24, 2021 Meeting date: Mar 10, 2021
Senate approves all updates and new courses	Chair	Dec 2020	Mar 2021	Meeting date: Mar 22, 2021
Update website and marketing materials to reflect curriculum changes for Fall 2021 cohort.	Program Assistant	Dec 2020	Mar 2021	

Resource Implications (if applicable)

What are the resources required to achieve this Strategy?

- FTE's for 2 new courses; we are planning to add 3 new courses but cancel one existing course
- FTE for 1 proposed field school course

When are these resources required?

- Courses by Fall 2021
- Field school by 2023

What Faculty and/or Institutional support is required?

- Technical Apparel Design faculty and program assistant
- Dean's Office administrative support
- Teaching and Learning
- Approval by Wilson School of Design Curriculum Committee
- Approval by SSCC
- Approval by Senate

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

GOAL 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	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Draft call out for new Instructors in the Technical Apparel Design program (internal search).	Chair	Feb 2021	Mar 2021	
DETA Search Committee conducts interviews to vet possible new Instructors (internal search).	DETA Hiring Committee	Mar 2021	Apr 2021	
Draft call out for new Instructors in the Technical Apparel Design program (external search).	Chair	Apr 2021	Apr 2021	
DETA Search Committee conducts interviews to vet possible new Instructors (external search).	DETA Hiring Committee	May 2021	May 2021	
Technical Apparel Design hires up to two new Instructors to teach in the program starting in the Spring 2022 semester.	Chair, WSD Dean	Sep 2021	Sep 2021	

Resource Implications (if applicable)

What are the resources required to achieve this Strategy?

- Administrative support from the Dean’s Office
- DETA Search Committee to meet and interview applicants

When are these resources required?

- N/A

What Faculty and/or Institutional support is required?

- Administrative support from the Dean’s Office
- DETA Search Committee to meet and interview applicants

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

GOAL(S) 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	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
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	
Assess the current Mentorship program and determine how to formalize and enhance it.	Chair	Jan 2021	Apr 2021	
Develop an acknowledgement program for the service of our Advisory Committee and industry members.	Chair	Jan 2021	Dec 2021	
Capture all activities between the Advisory Committee/industry to use for marketing initiatives.	Chair	Jan 2021	Dec 2021	

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? <ul style="list-style-type: none"> ● N/A
When are these resources required? <ul style="list-style-type: none"> ● Ongoing
What Faculty and/or Institutional support is required? <ul style="list-style-type: none"> ● DETA faculty ● DETA Advisory Committee and industry members ● WSD Communications and Events Coordinator ● KPU Marketing

STRATEGY 4: Launch Technical Apparel Design International Field School.

GOAL THIS STRATEGY SUPPORTS: #4 - Create a Technical Apparel Design International Field School by 2023.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Research other Wilson School of Design field schools.	Chair	Sep 2021	Nov 2021	
Draft Technical Apparel Design field school proposal.	Chair	Jan 2022	May 2022	
WSD Curriculum Committee approves course outline.	Chair	Feb 2022	Mar 2022	
SSCC approves course outline.	Chair	Mar 2022	Mar 2022	
Senate approves course outline.	Chair	Apr 2022	Apr 2022	
Update website and marketing materials to reflect curriculum changes for Fall 2021 cohort.	Program Assistant	May 2022	May 2022	

Resource Implications (if applicable)

What are the resources required to achieve this Strategy?

- FTE for 1 field school course

When are these resources required?

- 2023

What Faculty and/or Institutional support is required?

- DETA faculty, Chair, and Program Assistant
- Consultation with the Dean's Office
- KPU International/Finance
- Approval by WSD Curriculum Committee
- Approval by Senate

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

GOAL 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	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
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	
Develop a plan with all relevant stakeholders that will increase access and support to labs for all WSD students.	Chair	Jan 2021	May 2021	
Implement new plan via Dean's Office hiring process.	Chair	Sep 2021	Sep 2021	

Resource Implications (if applicable)

<p>What are the resources required to achieve this Strategy?</p> <ul style="list-style-type: none"> ● Budget to hire technician for increased student access and support to the WSD labs outside of class time
<p>When are these resources required?</p> <ul style="list-style-type: none"> ● Fall 2021
<p>What Faculty and/or Institutional support is required?</p> <ul style="list-style-type: none"> ● WSD Technical Faculty ● WSD Faculty ● WSD Dean's Office ● KPU HR/Finance

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

GOAL 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	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
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	Current agreement with Heriot-Watt University does not meet our program goals.
Research and identify up to three post-secondary institutions that offer related master's degree programs.	Chair	Sep 2021	Dec 2021	
Develop articulation agreements with up to three academic institutions.	Chair, WSD Dean	Jan 2022	Sep 2022	Additional post-secondary institutions that may be evaluated include: Falsmouth, Portland, and Loughborough.
Develop communications strategy to inform students and potential applicants of this opportunity.	Chair	Sep 2022	Dec 2022	

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? <ul style="list-style-type: none"> ● N/A
When are these resources required? <ul style="list-style-type: none"> ● N/A
What Faculty and/or Institutional support is required? <ul style="list-style-type: none"> ● DETA Faculty ● Dean's Office ● KPU International

STRATEGY 7: Increase enrolment using a new marketing strategy.

GOAL THIS STRATEGY SUPPORTS: #7 - Develop and implement a new marketing strategy that will result in increased enrolment.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Further research whether a program name change is necessary.	Chair	Jan 2021	Apr 2021	
List all program factors that would contribute to increased enrolment.	Chair	Jan 2021	Apr 2021	Work closely with the WSD Strategic Planning team.
Develop a marketing strategy for the Technical Apparel Design program.	Chair	Sep 2021	Dec 2021	
Review strategy and consult with the WSD Communications team and the KPU Marketing team.	Chair	Jan 2022	Mar 2022	

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? <ul style="list-style-type: none"> N/A
When are these resources required? <ul style="list-style-type: none"> N/A
What Faculty and/or Institutional support is required? <ul style="list-style-type: none"> DETA Faculty WSD Strategic Planning team WSD Communications WSD Dean's Office KPU Future Students' Office KPU Marketing

PLAN SUPPORTED BY:

Sandy Vanderburgh

Provost's Name

Andhra Goundrey

Dean's Name

Provost's Signature

Dean's Signature

March 11, 2021

Date

March 8, 2021

Date