



# Product Design Quality Assurance Plan

**Date submitted to SSCPR:** Nov 3, 2021

**Date Self-Study Report approved by SSCPR:** June 20, 2020

**Date of External Review:** February 24 & 25, 2021

## SUMMARY

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

The Product Design program sits within a design school in the country’s only polytechnic university with multiple campuses covering the breadth of academic disciplines as well as trades. The Product Design program is gaining recognition as a unique educational experience through course offerings with a duality of both hard products and soft products that are specifically distinctive within Canada. Since the launch of the Product Design program at KPU in 2012, it has achieved both local and global recognition through awards including the Core 77 Community Prize in Commercial Equipment (USA, 2019), Core 77 First Place Student Winner, Commercial Equipment (USA, 2021), Simon Cox Student Design Competitions (Vancouver, 2019 & 2021), and recently ICE-SAR (Iceland Search and Rescue) Design Sprint Challenge (Iceland, 2021), Hatching Health (Vancouver, 2017).

Product Design is a diverse field that has seen increase in demand for industrially relevant education. The Product Design program is adaptable to the changing global market and environment, and nothing proved this better than the adaptation during the COVID-19 pandemic. This is the first program review that Product Design has undertaken, and thus the resulting actions are significant and a response to the future development that is foreseen in this subject area. We have identified the most relevant of the program's strengths, weaknesses, threats, and opportunities with the inclusion of recommendations from our Industry Advisory Committee, our Self-Study Report (SSR) as well as our External Review Report (ERR).

<i>Strengths</i>	<ul style="list-style-type: none"><li>● <i>The Wilson School of Design has excellent labs and facilities with small class sizes</i></li><li>● <i>The faculty is diverse, research-active, and has close ties and connections to industry and professional networks reflecting the faculty’s wide range of expertise and backgrounds</i></li><li>● <i>The program has an exceptionally engaging Advisory Committee</i></li><li>● <i>The soft product specialty allows for a unique graduate outcome that is not offered elsewhere</i></li><li>● <i>Our graduates have a high rate of relevant employment</i></li><li>● <i>Our senior (years 3 and 4) students achieve high recognition in industry and in design competitions</i></li><li>● <i>Our program is hands-on, experiential, and has a polytechnic focus</i></li></ul>
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Weaknesses	<ul style="list-style-type: none"> <li>• Incoming students lack the appropriate experience and skills for exceptional achievement. Selection and retention are a challenge that affects cohort quality and size, and the ability for all to excel.</li> <li>• Our program requires more support, material diversity and facilities for hard product development</li> <li>• Our program has limited access to and integration of advanced current and emergent technologies</li> <li>• The graduates from our program are not continuing into graduate education</li> </ul>
	<ul style="list-style-type: none"> <li>• Students require more access and support to our labs and facilities outside of class time.</li> <li>• The program would benefit from greater support from KPU administrative units i.e., research and industry connected projects, external communication, recruitment, international design opportunities, collaborations, and exchanges</li> <li>• Further communication and development with faculty regarding assessment is required</li> </ul>
Opportunities	<ul style="list-style-type: none"> <li>• Recognition and distinction of the hybrid-nature of our program (i.e., product/service/experience, hard/soft product) as evidenced by students' skills/knowledge and faculty expertise</li> <li>• The implementation of the balance of hard and soft product design and development throughout the curriculum</li> <li>• Develop and execute a specialized outreach program and Product Design specific marketing plan that results in increased quality and number of applicants</li> <li>• Create and nurture relationships with international educational institutions where graduates of our program could realize possible pathways for graduate studies</li> <li>• Industry and educational institution partnerships and articulation agreements (nationally, internationally)</li> <li>• Create opportunities for our Advisory Committee to connect with our students more frequently throughout the program (e.g., mentorship, etc.)</li> <li>• International design opportunities, collaborations, and exchanges for students and faculty</li> <li>• Development and growth in collaboration and product development with industry seeking collaboration</li> </ul>
Threats	<ul style="list-style-type: none"> <li>• Uncertainty in budget and provincial underfunding of the institution</li> <li>• Lower enrolment, lower quality of applicant, and retention may impact student experience and graduate success</li> <li>• The landscape of the industrial partners/potential employers is complex and could be difficult to develop wide ranging relevant graduate skill sets</li> <li>• Our program is viewed as similar to Emily Carr's Industrial Design Program. It is possible to be considered B.C.'s second option as a design school unless we clearly distinguish our offering.</li> <li>• Additional support required to align with our policies and procedures to develop external collaborative frameworks</li> </ul>

In response to the both SSR and EER reports, we developed the goals outlined below with the corresponding strategies. They will be executed 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, in line with our industries and our Advisory Committee. The goals and strategies will 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 content and visibility.



# Product Design Quality Assurance Plan

## 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.

RATIONALE FOR THIS GOAL: As to respond best to our current and future students’ needs, we will want to address the following from our Self Study Report and External Review:

**GOAL 1: To update our core program framework:** *The framework will be built to identify key streams in the program that meet and are relevant and adaptable to the changing industry trends. The Self-Study highlighted the need for mapping the skills and competencies needed to access employment and achieve career progression, so by creating this key framework within the program by identifying streams such as studio, theory, and others like technology will be key for strategy 2, and the development of curriculum and assessments.*

The hands-on curriculum focusing on the three major themes of Creativity & Innovation, Technology, and Leadership successfully supports the program’s aims of preparing students for work as product designers and designers as entrepreneurs, but with the changing educational landscape the development of a new framework is imperative to serve both our students and their goals moving forward, focusing on:

- 1. Diversity of Content:** Student and faculty feedback raised the need to offer more diverse perspectives especially in design theory related courses (Design Thinking, Socio-Cultural Studies, Semiotics, History of Design, etc.) This will be achieved by rotating the faculty through the relevant courses, thereby enabling each to bring their unique perspectives and points of interest to the content. This will include but not be limited to; team teaching for unique skill diversity, mentoring for new faculty, and faculty diversity for coverage for other opportunity’s such as research and or educational.
- 2. Delivery Options for Laddering:** Faculty feedback raised the need for more vertical connection with previous learned content, reinforcing things learned. This will be reviewed, and we will seek opportunities within courses to identify skills and competencies where laddering is both appropriate and feasible. There is a need to create core streams of curricular content that connects to previously learned content that then ladder to further learning. This will be key especially in studio–and theory –related courses.

Recommendation(s) this Goal Addresses	Report (page number)
<i>Additional support needed to meet other aspects of student health and wellness that impact on learning styles and the individual’s learning journey</i>	SSR, 47
<i>Delivery strategy recognizes the need to deliver new theory (lecture), to learn through synthesis and experience (hands-on activities, team-projects, self-directed research, and field trips) and to learn through interaction with local industry experts</i>	SSR, 48

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Recommendation(s) this Goal Addresses	Report (page number)
<i>There was variation in the degree of satisfaction in program composition, specifically the proportion of curricular content (i.e., Studio, Theory, and Hands-on courses). This may be further explored in the laddering of the program.</i>	SSR, 49
<i>Institutional points convey a preference for shortened instructions blocks/sessions, while program-specific points include the need for more vertical connection with previously learned content to reinforce content learned</i>	SSR, 49

Recommendation(s) this Goal Addresses	Report (page number)
<i>Recognition for the need to better connect courses and content with previously learned content and for the faculty's diversity be applied across the program, to studio- and theory- related courses</i>	SSR, 57
<i>Explore laddering and vertical studio projects. Diversity of content, in studio and theory, may be achieved by rotating faculty through courses more regularly</i>	SSR, 57
<i>More training should be done in business cycling, marketing, entrepreneurship, materials and manufacturing, and ergonomics. Amongst the students, the discipline sector, and alumni surveys are comments that highlighted needs for more training provided in concept generation, visual exploration, and prototyping in hard goods. Evenly important comments were regarding improving training in the skills for innovative 3D printing to serve constantly evolving industry needs.</i>	SSR, 39
<i>Unproportionable allotted hours to in-class studies that don't allow faculty and students to spend time to reflect and to personalize their study and research.</i>	SSR, 39
<i>Adding to the curriculum more hours with industry emerging experience and field trip experiential learning, more classes that help students develop aesthetic of presentational skills, more class time for prototyping, and also to alter elective courses to selective</i>	SSR, 40
<i>The hands-on curriculum focusing on the three major themes of Creativity &amp; Innovation, Technology, and Leadership seems to support very well the program's aims of preparing students for work as product designers and designers as entrepreneurs.</i>	ERR, 4
<i>Courses are delivered in 4- and 4.5-hour blocks, allowing for lectures conveying theory and skills, hands-on studio and technical workshop-based learning, and field trips for industry exposure, experience and emergence.</i>	SSR, 4
<i>The course prerequisites must be reviewed and redesign the way that will allow students a more flexible schedule and provide extra time if it is needed, especially in the first year.</i>	SSR, 38
<i>Course timing and offering needs to be considered to allow more opportunities to complete pre-requisite courses</i>	SSR, 38
<i>There are very strong arguments toward the strengthening of a vertical curriculum model where laddering skills and knowledge will be nimble when responding to challenges (e.g., delivery modes and content) and conducive to creating a profile of skillful and capable graduates.</i>	SSR, 67



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### GOAL 2: To update our core course / curricular content

RATIONALE FOR THIS GOAL: To respond to the critical curricular alignment, outlined in both the SSR report, ERR report and what was evident in both the alumni and student survey responses. As the core of our offerings is tied to curricular development, this area for action and change is of the utmost importance to allow for growth, depth and diversity of content offered to our students. This goal needs to respond to the gap in skillset noted within survey responses. The Program also needs to continue to a focus on currency, relevancy, and alignment with industry needs, this goal also includes delivery and assessment to respond to both the SSR and ERR report.

To address the needs of the current changing global market we need to stay current and on the cutting edge with our specialties. One thing that has truly shown light in the past months is our specialty knowledge, skills and facilities that have enabled faculty and students to respond to the need for PPE (personal protection equipment) for frontline workers and industry. Ensuring we maintain agility in our program and resources will help with our industry awareness and standard as an educator. With the developed framework from Strategy 1 we will look at aligning the program pre/co requisites with support from Teaching and Learning to create continuity in the laddering of streams and supporting mandatory and non-mandatory breadth courses. We will work together as a faculty team, and seek support from Teaching and Learning, to identify and develop clearer assessments. We will encourage the use of these assessments as a way to address criteria for evaluation and consistency between the developed framework in strategy 1 and give consistency to instructors and students. A recurring theme, heard from both current students and alumni, was the need for better assessments. This issue is important given the key role assessment plays in providing diagnostic feedback, helping educators set standards, evaluating learner progress, and motivating performance. Specific recommendations include the following: a) more frequent formative assessments to provide developmental feedback b) increased clarity around assessment goals and their integration with learning objectives c) greater clarity and consistency when communicating assessment rubrics. This will help support a manageable workload balance for students and faculty, as well as identify and allow our instructors to explore opportunities to seek complementary activities/outcomes and balance instructor and student timelines and schedules.

Recommendation(s) this Goal Addresses	Report (page number)
<i>Areas for improvement included greater focus on sketching and prototyping, improved communication of criteria for evaluation, consistency between instructors, and communication of content</i>	SSR, 54
<i>Students indicated they would prefer more clarity in the criteria for evaluation</i>	SSR, 58
<i>Instruction is too assessment heavy which is demanding on students and on instructors</i>	SSR, 58
<i>Students indicated they would prefer more clarity in the standards of expectations</i>	SSR, 59
<i>More lessons in the workshop specifically regarding the use of all machinery and equipment. Similarly, with 3D printing and laser cutting, they would like to see it as part of a course</i>	SSR, 63
<i>Improve training in soft skills such as writing and oral communication skills, problem resolution and leadership skills</i>	SSR, 39

Recommendation(s) this Goal Addresses	Report (page number)
<i>More training should be done in business cycling, marketing, entrepreneurship, materials and manufacturing, and ergonomics. Amongst the students, the discipline sector, and alumni surveys are comments that highlighted needs for more training provided in concept generation, visual exploration, and prototyping in hard goods. Evenly important comments were regarding improving training in the skills for innovative 3D printing to serve constantly evolving industry needs.</i>	SSR, 39
<i>Adding to the curriculum more hours with industry emerging experience and field trip experiential learning, more classes that help students develop aesthetic of presentational skills, more class time for prototyping, and also to alter elective courses to selective</i>	SSR, 40
<i>The exploration of this special topics course would enable the program to respond in experiential learning to the changing market in a curricular form.</i>	SSR, p.38
<i>Relatively low satisfaction with the training in ethnographic research (45%), in preparedness in communication (45%), and presentational skills (36%), the focus must be placed on the improvement</i>	Appendix 3, Q7b, p.51
<i>Industry suggested to advance daily activities skills such as hand sketching, 3D modeling and rendering; to build stronger research skills; to enhance pattern drafting skills; to introduce business and market knowledge relevant to the current local and global economy. The latter raise the need to re-evaluate courses MRKT 1199 and 4177</i>	SSR, p.42
<i>DFW rates for Level 3 are visibly higher in Product Design than across the program, and across the school</i>	SSR, 53
<i>A few areas merit further investigation to determine underlying issues and amelioration strategies. Here are some notable examples drawn from the Student Survey Report (Appendix 2, pages 17-39). Question 12. The clarity of the information I receive on how I will be evaluated: 50% Somewhat Dissatisfied The consistency of assessment standards throughout the program: 57% Very or Somewhat Dissatisfied The feedback my instructors provide: 29% Somewhat Dissatisfied</i>	ERR, 7

**GOAL 3: To reorganize the program model to enhance work-integrated/experiential learning, inter-disciplinary and global opportunities.**

RATIONALE FOR THIS GOAL: Throughout the phases of the SSR and external review reports, we identified the need for improving students’ leadership and entrepreneurial skills, collaborative problem skills (CPS), as well as skills in real-world problem solving. Likewise, through our competitive and comparative analysis, and in speaking with our Advisory Committee, we determined that cooperative education is effective and recommended for the product design degree curriculum. Therefore, we realized the necessity to expand experiential learning in the program curricula and activities.

Expanding the educational experience beyond classrooms by integrating **cooperative education, international student/faculty exchange, and conducting multidisciplinary projects**, we would provide instant opportunities for students to apply their professional skills and knowledge in real-world settings. Equally important, the extension of an experiential curriculum will strengthen the design portfolio of our graduates, attract future employers, and embed perspective and enhance students’ training towards their professional careers in our rapidly changing world.

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Recommendation(s) this Goal Addresses	Report (page number)
<i>However, as pointed out by alumni during the site visit, their key milestone actually is concerned with <b>preparing portfolios</b> to attract their future employers, who oftentimes are non-designers, in order to secure the jobs. They can complete design tasks well in the real world, but before they are able to prove that they need to be employed first.</i>	ERR, pp.4
<i>To enhance the connection between the curriculum and <b>the real-world of business</b>, more focus can be placed on the understanding of the financial constraints that companies have when developing new products. Suggested by a Program Advisory Committee member, the curriculum may include <b>cross-program courses that brings together students</b> from the different faculties and schools to work together on a problem</i>	ERR, pp.4
<i>The ERT also supports the recommendation put forward by the program regarding the development of a full- term co-op that can be taught <b>by co-op faculty to enhance experiential learning</b>. The program may consider increasing the number of 6-credit courses which will allow students to achieve more refined results and to focus on fewer projects at a time</i>	ERR, pp.5
<i>We need to continue working with <b>International at KPU</b> to identify new opportunities for student and faculty exchange to enhance the collaborative space between institutions.</i>	SSR, pp. 34
<i>Redevelopment of Industry Experience and change of the current 80-hour practicum to a full co-op is necessary to expand collaboration with the stakeholders while working on course content to develop further experiential learning.</i>	SSR, p.33
<i>Also discussed was the value of <b>internationalization initiatives for both faculty and students</b>. International faculty exchanges expose faculty to novel teaching methods, cultural issues relevant to the teaching of design concepts, and the impacts of globalization on the industry</i>	ERR, p.6
<i>This point is important for the program to maintain its currency with industry knowledge in the real world. The approach of using <b>cross-program resources such as shared equipment and facilities is highly recommended as it may also yield potential for connections and collaborations between different programs at KPU</b></i>	ERR, p.8
<i>"...many opportunities exist for collaboration, research, and course sharing between Product Design and other KPU units and programs"</i>	ERR, p.8
<i>The approach of using cross-program resources such as shared equipment and facilities is highly recommended as it may also yield potential for connections and collaborations between different programs at KPU.</i>	ERR, p.8
<i>One member of the Program Advisory Committee stated the following, "I would like to see KPU leverage its cross functional programming. KPU has its school of business, engineering, and design schools.</i>	ERR, p.8



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**GOAL 4: To instill a desire for further skills, theories, and education in our students and further develop pathways to graduate studies.**

*The Self-Study highlighted the need for mapping the skills and competencies needed to access employment and achieve career progression (Appendix 11). Job-entry level skills included, group collaboration, critical analysis, problem resolution, self-directedness, initiative, integrity and time management, as well as “practical” design skills like sketching and 3D modeling. In fact, the Advisory*

*Committee identified many of these as required for career progression. We propose that a vertical curriculum model will contribute to a student’s depth of learning experience, provide diverse perspectives on product design practice, and encourage graduates to further their education and career journeys.*

RATIONALE FOR THIS GOAL: While over 50% of our alumni were satisfied/very satisfied with their preparedness for further education, the fact that none commented on their plan or next steps provoked further questions on how to better prepare our students to self-audit, and equally important, how to instill a desire for further education. The SSR provided an overview of a mapping activity initiated by our Industry Advisory Committee, looking at the skills and competencies needed to access employment and achieve career progression. It also highlighted the importance of graduate studies due to the competitive environment of the labour market and emerging new industry standards. (Harvard Business Review, January 7, 2020).

Our Product Design Graduates access full-time, relevant employment demonstrating their job-readiness, however, design is an education for those who want to be part of world-changing, future-oriented career pathways. While our students possess the skills and knowledge to access employment, there is a need to take initiative and to be life-long learners. Doing so requires self-auditing of one’s skills and knowledge frameworks to approach and understand the world’s emergent problems. Recognizing what you need to know is determined by the situated context – and that in itself is a skill (Fry 2020). There has been support and interest from industry and graduates from the program support to develop industry and post graduate courses through either CPS or Micro credentials for further education to stay current and on the cutting edge with our program specialties.

Building on the proceeding goals, developing the graduate program in Product Design must be seen as an integral long-term goal conducive to an adaptive response to the ever-changing employment landscape. Enhancing graduate aspirations (Goal 4) and building on experiential learning (Goal 3), the development of an in-house program is fundamental. Housing this program within a polytechnic/multi-disciplinary university, where there are already two established graduate program streams, would align us with comparable programs nationally and internationally. This further aligns with the KPU\_2030 Vision and Academic Plan (teaching excellence & research).

Recommendation(s) this Goal Addresses	Report (page number)
<i>External reviewers highlighted the need for more training and preparation on what to expect in a professional working environment, and collaboration with non-designers and stakeholders.</i>	<i>ERR, p.3</i>
<i>“Industry-relevant communication skills would be useful.”</i>	<i>ERR, p.7</i>
<i>Map of Skills along the career path</i>	<i>SSR, p.40</i>





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Recommendation(s) this Goal Addresses	Report (page number)
<p><i>In a dialog with industry to investigate the viability and need for further education, to explore how the existing program outcomes could be bridged into graduate programs listed in the studies. By doing this we would be able to assess the program value propositions in light of career opportunities adequate to existing labor market standards.</i></p>	<p>SSR, p.44</p>
Recommendation(s) this Goal Addresses	Report (page number)
<p><i>Pathways for further education: To investigate the viability and need for further education, through dialogue with industry, we would explore how the existing program outcomes could be bridged into graduate programs listed in the studies.</i></p>	<p>SSR, p.72</p>
<p><i>Specialty Skills Courses for Continuing Professional Studies: To explore and expand the offering of industry and professionals looking to upgrade their skills in these areas.</i></p>	<p>SSR, p.72</p>
<p><i>A vertical curriculum model will contribute to a student’s depth of learning experience, provide diverse perspectives on product design practice, and encourage graduates to further their education and career journeys.</i></p>	<p>SSR, p.68</p>
<p><i>“...within the further investigation into the alignment between product design and the listed institutions, our graduates might have opportunities to continue education in graduate studies: (institutions/program lists)</i></p>	<p>SSR, pp.41</p>
<p><i>Pathways for Further Education: To investigate the viability and need for further education, through dialogue with industry, we would explore how the existing program outcomes could be bridged into graduate programs listed in the studies.</i></p>	<p>SSR, pp.72</p>
<p><i>Although there has been no current indication of any alumni who have continued to pursue further education as of yet, the program has identified potential pathways to pursue post graduate work and will continue to engage in further discussion with industry to determine the value of an enhanced credential. Additional investigation will also be needed to assess program alignment with the identified post-graduate programs that were noted in a previous chapter and the findings may inform future curricular revisions.</i></p>	<p>SSR, pp.74</p>



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**GOAL 5: To be better known in the world of design through engagement with industry, community, and education.**

RATIONALE FOR THIS GOAL: The program's identity relates directly to the diversity that the program has in its faculty expertise and technological infrastructure. Although recognized as a specialized program, the potential for a more significant impact lies in the program's agility and diversity and how it will be communicated in order to attract not only more, but also high-quality potential applicants. Visibility would facilitate new partnerships and connections with industry and community stakeholders that will assist in making the student's learning journey a much richer one with collaborations, exchanges, research projects and a possible co-op.

To address the needs of the current changing global market, we need to stay current and on the cutting edge with our specialties. One thing that has truly shown the light in the past months is our specialty knowledge, skills and facilities that have enabled faculty and students to respond to the need for PPE (personal protection equipment) for frontline workers and industry. To remain current with industry standards, and ethical, socially responsible and sustainable design practices, it would be beneficial to maintain professional association memberships, conference networks, and attend/participate in other professional events both in-person and virtually. This goal would ensure we maintain agility and relevance in our program and resources and raise the standards of our educational offerings.

Recommendation(s) this Goal Addresses	Report (page number)
<b>Design Competitions:</b> <i>To encourage participation in various international design competitions to enhance and gain national/international exposure that would validate student skills and graduation attributes, and to include competition participation as a requirement for a design portfolio.</i>	SSR, 69
<i>Also discussed was the value of internationalization initiatives for both faculty and students. International faculty exchanges expose faculty to novel teaching methods, cultural issues relevant to the teaching of design concepts, and the impacts of globalization on the industry.</i>	ERR, 6
<b>Connections and Partnerships:</b> <i>While Industry/Sector representatives identified a number of strong and engaging characteristics that capture the connections between our program and industry, they also offered advice on how to strengthen the connections with the discipline/sector. The recommendations include the following: focusing on creating strong partnerships, organizing visits to manufacturers/suppliers, liaising with commerce and industry chambers, visiting and participating in local and international exhibitions, and involving local professionals in the education process. Many of these activities are currently integrated into our program. Further, the faculty are highly responsive to enquiries for expert input, interviews, product reviews, and research stories; however, enquiries can be time-consuming and tend to focus on student experience over research activity.</i>	SSR p. 29
<b>Connections and Partnerships via an Industry Liaison:</b> <i>The development and resourcing of an Industry Liaison would facilitate a strategic and target approach to connections, partnerships and practicum. There would need to be a designated 3-year plan with faculty time and resources allotted to develop the relationships, the structure and, in parallel, undertake the curricular procedures for the Product Design Industry Experience course. This relates to the subsequent point.</i>	SSR p.70
<b>Program Identity:</b> <i>We will undertake a review of name recognition and relevance according to industry trends with regards to a possibility of making an amendment/extension to the degree program name.</i>	SSR, p.71
<i>Given that opportunities for employment and collaboration are global, it would have been illuminating to see the similarities and differences between KPU's Product Design program and comparable international degrees.</i>	ERR, p.3



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Recommendation(s) this Goal Addresses	Report (page number)
<i>A global trend analysis might inform program changes that could help future-proof KPU's Product Design graduates.</i>	ERR, p.3

GOAL 6: To enhance program visibility to attract quality applicants well matched to the program offering

RATIONALE FOR THIS GOAL: Product Design is still a fairly new program at KPU, and the Wilson School of Design. Even though applications have been increasing yearly, the increase is still not enough for the program to maintain quality students and maximize on student successes. This goal for quality of applicants would also help with attrition rates due to students leaving and or failing, giving Product Design stronger sustainability with less chance of losing FTE's due to quality of applications. With quality applicants, the conversion and retention rates are more successful. Also, higher quality applicants lead to more successful graduates that further enhance program visibility.

Recommendation(s) this Goal Addresses	Report (page number)
<i>Program Visibility and Recruitment: Targeted product-design relevant approaches warrant a designated strategy, budget and resources.</i>	SSR p.70
<i>The program uses several good strategies to do public information and community outreach including website and social media, open doors, portfolio workshops, followups by the Future Student Office, faculty and alumni networks, etc. The program still struggles somewhat for recognition, which is likely a function of its newness, lack of time for faculty outreach activities, and the fact that the name Product Design (which other schools call Industrial Design) is more closely associated with software and mobile applications design.</i>	ERR p.3
<i>Kwantlen Polytechnic University's Product Design program is the only degree-granting program in Canada, which puts it in a unique advantage position; nevertheless, there are still some improvements to be made in regard to its visibility and awareness among the community that could take it even further as a recognized and well-established program in the region.</i>	SSR p.9
<i>The past 1-2 years has seen an increased effort in marketing attention for the program, with particular efforts in the past year through the program coordinator, program assistant and support by all of the faculty. However, the in-program efforts are hindered by teaching demands and a lack of budget to support innovative marketing approaches directly relevant to the program.</i>	SSR p.23
<i>Community outreach is achieved through various course-based portals and approaches.</i>	SSR p.23
<i>While there is a growing awareness of the program over the seven years since its inception, in particular by industry contacts and program partners, public visibility and awareness is still very limited. In the Discipline/Sector survey (Appendix 5), 42 Product Design discipline/sector representatives contacted, with 12 respondents yielded a response rate of 29%; most respondents (66%) indicated they were moderately to very familiar with the program</i>	SSR p.24



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Recommendation(s) this Goal Addresses	Report (page number)
<p><i>The student survey demonstrates that 8 of 20 respondents, or 40% of the current students who replied to the survey (Q2 Appendix 2) learned about the program from KPU’s website. A large portion of respondents (35%) cited other sources ranging from career counsellors, word of mouth and the FIND (Foundations in Design) program. High school teachers and counsellors were cited, but the number is relatively low (4 of 20 or 20%). National Portfolio Day was only cited by 2 students (10%) as their source of program information; however, this number may change in the future with KPU hosting this national-reach event in 2018 and 2019.</i></p>	SSR p.24
<p><i>Current public information and community outreach practices are appropriate and involve contributions by all program faculty; however, efforts need to be increased to further increase awareness of the program. The current KPU Wilson School of Design (WSD) website seems relatively effective for program information for students, but it has shown limited reach and relevance for raising awareness of the program. The WSD social media strategy hasn’t been in place for long enough to assess its impact on public awareness.</i></p>	SSR p.26
<p><i>Seat trends have been positive for Product Design, with a steady offering of 25 offers; the filled positions have grown from 8.6 in 2015 to 12 in 2019, above the average of the Wilson School of Design that has seen a steady 15 seats filled of 22 offers (Exhibit 7 Appendix 1). In 2019 we continued steady growth and filled 21 of 22, and for 2020 we are on mark to fill 22. Similar trends can be found in seats filled, Product Design has grown from 34% in 2015 to 49% in 2019, in comparison the overall of the Wilson School of Design has been a steady 76% (Exhibit 8 appendix 1).</i></p>	SSR p.27
<p><i>The number of students enrolled in Industrial Design and Product Design programs in BC has steadily increased every year since 2013 when the total number was 197 to 226 in 2018. From that, KPU has also grown its share, from 13% in 2013 to 16% in 2018 (Exhibit 4 Appendix 1).</i></p>	SSR p.27
<p><i>Program Visibility and Recruitment: While there is a growing awareness of the program over the seven years since its inception, in particular by industry contacts and program partners, visibility and awareness are still limiting the program’s efforts towards public information and community outreach. These efforts are also hindered by teaching demands and a lack of budget to support innovative marketing approaches directly relevant to the program.</i></p>	SSR p.29
<p><i>Transfer Credit: While there are unique elements to the program, those applying with prior design education should be given consideration for transfer credit in studio-based design courses. While the cohort model recommends all new students start together in Year 1, our experience with International Exchange design students shows us that it is feasible and attractive to applicants and current cohorts. This process needs to be formalized so that we are more prepared in the future, in case this arises.</i></p>	SSR p.30
<p><i>The current data has indicated that student demand is on the rise since the program’s inception in 2012, as increased engagement with industry and heightened awareness of the program creates a positive impact in the applicant numbers. The program is committed to ongoing analysis on strategic enrolment planning to monitor student numbers and to assess the appropriate review process for portfolio requirements. This also includes further focus on the development of strengthening pathways for advanced entry students via transfer credit and/or recognition of prior learning. An increase in the promotion on the awareness of career opportunities and highlighted alumni success stories will also support attracting student prospects. More collaboration with the Future Students’ Office Team will also assist to assess plans to strategically connect with suitable markets and to explore additional opportunities such as portfolio building workshops.</i></p>	SSR p.74



## Product Design Quality Assurance Plan

Recommendation(s) this Goal Addresses	Report (page number)
<i>For recruitment, this includes continued collaboration with the Future Students' Office (FSO) team to connect with high schools and target markets to increase awareness of the program and associated career opportunities. This will also require the support of the Marketing team as well as a dedicated budget for strategic promotional initiatives via social media, virtual information sessions, tours, promotional video and highlights of success stories of alumni and Advisory Committee members.</i>	SSR p.76
<i>Further collaboration will continue with the Future Student's Office to connect with high schools and the community via visits and workshops along with the development of online information sessions, a promotional video, virtual tours and other resources.</i>	SSR p.77



## Product Design Quality Assurance Plan

**GOAL 7:** To develop technological competence and production capabilities for academic specialization to distinguish, innovation, and industry related excellence

**RATIONALE FOR THIS GOAL:** As a program we are at a stage where we have just been able to cover the basics of what is required to complete the prototyping needs for successful product development. We will need to increase the offering in our lab spaces to maintain the current capabilities as well as grow to allow for more creative and technologically ready production.

Recommendation(s) this Goal Addresses	Report (page number)
<i>There are needs for more high-tech machines in workshops to develop hard products, and better 3D printers to keep up with current technology.”</i>	SSR p.62
<i>It is apparent to the ERT that the program has well-equipped studios/workshops. As reflected in the Self-Study report and by one student during the site visit, the majority of the students see the high standard of facilities as an asset, guiding them to choose the program for their post-secondary education. However, as pointed out in Chapter 3 and highlighted by one Program Advisory committee member, there is the need for more “high-tech” machinery for hard and soft materials as well as the necessary support and regular maintenance of equipment. This point is important for the program to maintain its currency with industry knowledge in the real world.</i>	ERR p.8
<i>3D printing and laser cutting, they would like to see it as part of a course</i>	SSR p.63
<i>Faculty recommendation: improving the 3D printing capabilities with larger volumes of fabrication, metal fabrication and Radiofrequency (RF)</i>	SSR p.64
<i>The approach of using cross-program resources such as shared equipment and facilities is highly recommended as it may also yield potential for connections and collaborations between different programs at KPU.</i>	ERR p.8
<i>Regarding the institutional support, the comments indicated that there is a need for cross-program resource sharing (e.g. Product Design and Physics can complement each other with diverse equipment and facilities).</i>	SSR p.64
<i>The faculty strongly believes that there is a need for research development resources.</i>	SSR p.64
<i>The identified gaps in technologies include but are not limited to • Radiofrequency (RF) Welder (textiles) • Computer Numerical Controlled (CNC) milling machine • Laser sintering and powder sintering 3D printers • More industry 3D software: i.e., Keyshot • Industry-standard tablets for sketching • Vacuum forming for plastic sheets • More capability for metalwork (welding, milling, etc.).</i>	SSR p. 64-65
<i>Student and faculty feedback cited the need for the Student Resource Room to better reflect the needs of Product Design, expanding it beyond Fashion and Interior Design. We propose to raise this with the school and to request that the appropriate staff seek donations that better reflect the breadth of design programs (e.g., more variety of hard and soft materials, textiles, etc.) and that space is allocated to these materials.</i>	SSR p.65
<i>The SSR would have benefited from an analysis of global trends in employment and disruptive technologies as well (e.g., sensor integration, IoT, AI, Big Data, virtual and augmented realities, etc.). For example, there is no auto manufacturing sector in BC. However, automotive manufacturing is a big employer in Ontario, Europe, the U.S., Japan, China, and South Korea and might offer attractive positions for our graduates. For this reason, a global trend analysis might inform program changes that could help future-proof KPU’s Product Design graduates.</i>	ERR p.3
<i>More high-tech machinery for hard materials in the workshop as well as more advanced 3D printers like laser sintering</i>	SSR, 63

## Product Design Quality Assurance Plan

### 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.

<b>Recommendations</b>	<b>Report (page number)</b>	<b>Rationale</b>
Increase access to labs and lab technician/training: 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.	ERR,8  SSR, 76	<p>'They also stressed the importance of longer hours of access to workshops, which the ERT recognizes as providing the students with not only opportunities to complete their assignments to meet the high standard of execution but also flexibilities for them to work on their projects outside their class time.'</p> <p>'As the overall usage of lab/testing spaces, specialized equipment and technology increases for all students within the Wilson School of Design, the need for additional support and training for qualified technicians is also required. The current team of one Divisional Lab Coordinator and two Lab Technicians may also need to be supplemented with dedicated budget for fully trained student assistants.'</p> <p>This is an identified need for the Product Design program. However, as a result of other Wilson School of Design (WSD) programs identifying this as a need, it is a WSD initiative that has been brought up with the Dean's Office.</p>
<i>Faculty Research and Additional Faculty Resources</i>	SSR, 76	<p>'Faculty will need continued support for professional development and research opportunities to enhance teaching practices and to continue to build upon the program's value proposition.'</p> <p>This is an identified need for the Product Design program. Other Wilson School of Design (WSD) programs identifying this as a need, it is a WSD initiative that has been brought up with the Dean's Office and the WSD research committee.</p>
<i>Evergreen program WSD</i>	ERR, 8	<p>This is key to maintain and continue to develop distinctiveness, technological competence, academic specialties and program cohesiveness via equipment, resources, and access</p> <p><i>It is apparent to the ERT that the program has well-equipped studios/workshops. As reflected in the Self-Study report and by one student during the site visit, the majority of the students see the high standard of facilities as an asset, guiding them to choose the program for their post-secondary education. However, as pointed out in Chapter 3 and highlighted by one Program Advisory committee member, there is the need for more "high-tech" machinery for hard and soft materials as well as the necessary support and regular maintenance of equipment. This point is important for the program to maintain its currency with industry knowledge in the real world.</i></p> <p>This is an identified need for the Product Design program. Other Wilson School of Design (WSD) programs identifying this as a need, it is a WSD initiative that has been brought up with the Dean's Office.</p>



## Product Design Quality Assurance Plan

<b><i>Recommendations</i></b>	<b><i>Report (page number)</i></b>	<b><i>Rationale</i></b>
<i>WSD Co-op Program</i>	EER, 5	<p><i>The ERT also supports the recommendation put forward by the program regarding the development of a full-term co-op that can be taught by co-op faculty to enhance experiential learning.</i></p> <p>This is an identified need for the Product Design program. Other Wilson School of Design (WSD) programs identifying this as a need, it is a WSD initiative that has been brought up with the Dean's Office and industry partners.</p>
<i>Student Health and Wellness</i>	SSR, 70	<p>There is a call for the institution (student affairs and other divisions) to identify and assess how they can meet student expectations and needs for other aspects of student health and wellness that impact.</p> <p>This is an identified need for the Product Design program. There also needs to be other collaboration with other units within KPU, such as Student Services. Other Wilson School of Design (WSD) programs identifying this as a need, it is a WSD initiative that has been brought up with the Dean's Office.</p>





## Product Design Quality Assurance Plan

### 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: 01/22**

*STRATEGY 1: To develop an updated and adaptable program framework that responds to the changing industry and student needs.*

#### GOAL 1: To update our core program framework

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
<i>Strike a committee to develop new curricular framework development</i>	Chair or Team Member with Time release for this phase	01/22	01/22	This is the planning phase: create a committee and then organize the meetings and create a timeline and plan. We would also bring the Advisory Committee into one of these planning meeting as they have been instrumental during our program review process.
<i>Complete framework that will then guide the curricular and assessment development in Strategy # 2 (curriculum development)</i>	Committee	01/22	05/22	This is the reworking of the core framework of the program that will then guide the curricular and assessment development in Strategy 2

#### Resource Implications (if applicable)

*What are the resources required to achieve this strategy? Course leaf training needs to start in this phase to support the move into strategy 2 as well as consulting with Teaching and Learning to support and align program learning outcomes/curricular mapping.*

*When are these resources required? Throughout the process from 1/22 to 5/22 as we will be building and adapting the framework and consulting with the recourses identified will be key.*

*What Faculty and/or Institutional support is required? Faculty time supported by administrative staff/Program Assistant, support from the Dean's office, the Teaching Learning department, and the Product Design Advisory Committee.*



## Product Design Quality Assurance Plan

STRATEGY 2: To develop the and implement updated curriculum and assessment methods:

**GOAL 2: To update our core course / curricular content:**

1. **Assessment Formats:** Students indicated they would prefer more clarity in the criteria for evaluation, a finding echoed by faculty. This could be achieved by mapping the attainment of program competencies, skill level and learning outcomes. Having a set of rubrics for Year 1, 2,3 4 to show the progression of learning would also help to achieve more consistency across courses (Appendix 12: Map of Product Design Skills Across Program). We will work together as a faculty team, and seek support from KPU Teaching and Learning, to identify and develop clearer rubrics. We will then encourage the use of those rubrics as a way to address criteria for evaluation and consistency between instructors.
2. **Assessment Demands:** The evidence from the faculty highlighted that instruction is too assessment heavy which is demanding on students and on instructors. To reduce assessment demands on faculty we will identify and explore opportunities to seek complementary activities/outcomes. Projects will be designed to align the learning outcomes/activities across more than one course (e.g., Level 1: DEPD 1100: Design Methods and DEPD 1140: Model Making). This may also allow for the coordination of deadlines and weights of projects with each year of study, to support a manageable workload balance.
3. **Expectations:** Students indicated they would prefer more clarity in the standards of expectations, a finding echoed by faculty. The practice of peer-identified exemplars, introduced in Level 1 Design Studio, may provide a mechanism for demonstrating the expectation in class. We will identify and review appropriate examples, including “exceptional achievement” and “minimum requirements” for all Product Design courses so we have an inventory of this content and examples we can share with students. We will work together as a faculty team, and seek support from KPU Teaching and Learning, to identify and develop a repository of exemplars.

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
<i>Develop updated course content, and assessment formats that align with the laddering frameworks from strategy 1 with faculty</i>	Chair & Faculty	01/22	09/22	To respond to the critical curricular alignment both for program and KPU policies. Adapt and create assessment formats outlined in both the SSR report, ERR report the course content/assessments need to be updated to follow the framework flow from strategy 1.
<i>Present updated course outlines, discuss, recommendations, and approve at WSD curriculum committee</i>	Chair & Committee	12/22	12/22	Work with WSD curriculum committee to make sure the full program review package is ready for SSCC



## Product Design Quality Assurance Plan

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
<i>Present and approve at SSCC</i>	Chair & Committee	01/23	01/23	Make sure that we are working ahead of schedule in case we have to revise a section if needed to have roll out in Fall 2023
<i>Present and approve at senate</i>	Chair & Committee	02/23	04/23	Make sure that we are working ahead of schedule in case we have to revise a section if needed to have roll out in fall 2023
<i>Update website and marketing materials to reflect curriculum changes for Fall 2023 cohort</i>	Chair, Dean's office, and Program Assistant	Fall 2022	Spring 2023	The team will make sure the all-marketing material remains relevant from website to pamphlets, and updated as the program changes roll out and all departments from FSO to International is informed and updated as necessary along the process

Resource Implications (if applicable)
<i>What are the resources required to achieve this strategy?</i> Faculty and staff time required for all initiatives. WSD Deans' office and administrative assistants as well as Educational Advisor. Time for faculty to lead and coordinate curriculum & course outline revisions. Course leaf training. Consultation with KPU library.
<i>When are these resources required?</i> Throughout the process from 1/22 to 4/23 as there will be key consulting needed to align both learning outcomes and assessments
<i>What Faculty and/or Institutional support is required?</i> What Faculty and/or Institutional support is required? Close collaboration with the WSD Dean's office and administrative support for program and course outline revisions through the Curriculum Committee process; this will include both the Faculty and Senate level committees, as well as the Senate Office and Provost/VPA Office for Ministry related approvals if required. Additionally, on-going engagement from the Advisory Committee will be critical to maintain currency, relevancy and experiential learning opportunities.



## Product Design Quality Assurance Plan

*STRATEGY 3: To facilitate a program that integrates experiential learning not only work-integrated, but also includes inter-disciplinary and global opportunities.*

**GOAL 3: To reorganize the program model to enhance work-integrated/experiential learning, inter-disciplinary and global opportunities.**

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
<p><i>Explore sourcing options to create a position for “External Liaison”: Some strong themes and specific ideas emerged that support the need to enhance experiential learning. Product Design currently incorporates industry-based projects into several of its courses every semester but would greatly benefit from the development of an Industry Liaison position that would facilitate a strategic and targeted approach to connections to further facilitate these key projects for both faculty and students.</i></p>	<p>Chair and Faculty committee</p>	<p>01/22</p>	<p>09/22</p>	<p>The development and resourcing of an Industry Liaison would facilitate a strategic and targeted approach to connections, partnerships, practicum, curriculum industry projects, and Co-op.</p>
<p><i>Develop a rotating Special Topic course for Product Design: there is strong support for a special topic course that would enhance and focus on current industry experiential learning from industry and the advisory committee. This would allow the program to have a shell course to quickly respond to the current trends/global issue/innovation.</i></p>	<p>Chair and Faculty committee with External Liaison</p>	<p>01/22</p>	<p>9/22</p>	<p>There is strong support from Faculty, Students, Industry, and the Advisory committee for a special topic course that would enhance and focus on current industry experiential learning.</p>
<p><i>Identify and establish a complement of new industry experiences, field schools, and community engagement projects: Given that opportunity for employment and collaboration are global, our program needs to be comparable to relevant and recognized design institutions on the international scale.</i></p>	<p>Chair and External Liaison</p>	<p>09/22</p>	<p>01/27</p>	<p>There would need to be a designated 3-year plan with faculty time and resources allotted to develop the relationships, the structure and in parallel, undertake the curricular procedures.</p>
<p><i>Explore the option of a Co-op program for Product Design: Industry and the advisory committee propose to replace the current 80-hour unpaid practicum format with a co-op opportunity</i></p>	<p>Chair and External Liaison</p>	<p>09/22</p>	<p>01/25</p>	<p>Industry and the advisory committee propose to replace the current 80-hour unpaid practicum format with a co-op opportunity that would further support experiential learning and graduate outcome.</p>
<p><i>Develop a circular program plan that would cover the breath of what was explored to be the best option for the program in the future regarding Co-op, practicum and or internship moving forward. Industry, and the advisory committee, have mentioned that Product Design at KPU as we are getting our name out there, more can be done.</i></p>	<p>Chair and External Liaison</p>	<p>09/22</p>	<p>04/25</p>	<p>There is strong support from the industry, advisory committee, students, and faculty to widen the breath in regard to our experiential learning and work-integrated curriculum.</p>



## Product Design Quality Assurance Plan

Resource Implications (if applicable)
<i>What are the resources required to achieve this strategy? Allocation of budget for a time release for faculty Industry Liaison</i>
<i>When are these resources required? Product design would benefit from the faculty industry Liaison starting as soon as Fall 2022 as they need to be part of the final development for curriculum and experiential learning components of the QA Plan</i>
<i>What Faculty and/or Institutional support is required? Dean, Business Manager, VP Academic, and Faculty Liaison</i>

*STRATEGY 4: Achieve students/alumni that are enrolled in graduate school/specialty education: Develop a graduate diploma in Product Design which further aligns with the KPU 2030 vision (teaching excellence & research). Support industry and post graduate further education through CPS and development in Micro credentials.*

**GOAL 4: To instill a desire for further skills, theories, and education in our students and further develop pathways to graduate studies.**

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
<i>Develop intentional feedback with individual students highlighting academic potential</i>	Chair and Faculty	04/22	04/23	Creating a “catalogue” of options link to a possible guidance for career path building with students to help them be unique “hybrid” designers.
<i>Create a culture of communication regarding academic studies (be transparent on how to be a life-long learner by sharing our own experiences)</i>	Chair and Faculty	04/22	04/23	Enhance faculty and staff opportunities for PD, research, and further education with institutional support that then is transparent, shared, communicated, and or evident through practice in the classroom.
<i>Develop within the curriculum self-auditing practices as well as laddering of knowledge and skills for job preparedness for instilling a future-oriented career pathway</i>	Chair and Faculty	01/22	09/24	Elevate the newly developed vertical curriculum model that will contribute to a student’s depth of learning experiences, provide diverse perspectives on product design practices, and encourage graduates to further their education and career journeys.
<i>Highlight current graduate studies fairs in the lower mainland</i>	Chair and Faculty	01/22	01/27	Work with academic advising, faculty, and staff to create an accessible list of current and upcoming graduate opportunities and fairs



## Product Design Quality Assurance Plan

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
<i>Engage in faculty exchange</i>	Chair and Faculty	01/24	01/27	As mentioned in the ERR, International faculty exchanges expose faculty to novel teaching methods, cultural issues relevant to the teaching of design concepts, and the impacts of globalization on the industry. It also creates collaboration between different organizations for further pathways.
<i>Develop partnerships with comparable/compatible institutions for post graduate studies</i>	Chair	01/22	05/24	Our Product Design Graduates access full- time, relevant employment demonstrating their job-readiness, however, design is an education for those who want to be part of world-changing, future-oriented career pathways. While our students possess the skills and knowledge to access employment, there is a need to take initiative and to be life- long learners. These partnerships would create pathways for our students in either full-time or part-time post-graduation studies in areas of specialties unique to their interest or relevant employment.
<i>Support industry and post graduate further education through CPS and development in Micro credentials</i>	Chair and faculty	01/22	05/25	There has been support and interest from industry and graduates from the program support to develop industry and post graduate courses through either CPS or Micro credentials for further education to stay current and on the cutting edge with our program specialties.
<i>Explore the viability of our own graduate distinctive program</i>	Chair and faculty committee	01/24	01/27	Student interviews indicate there is interest and awareness of the opportunities in comparative institutions graduate programs. The development of this next step in creating a product design graduate program would support student recruitment and retention, with the essential factor of revenue generation.



## Product Design Quality Assurance Plan

Resource Implications (if applicable)
<i>What are the resources required to achieve this strategy? Continued PD, education, and research support from the Dean's office and KPU for faculty and staff, and graduate studies.</i>
<i>When are these resources required? Throughout the process as this will be an ongoing faculty and staff engagement strategic plan, and graduate studies.</i>
<i>What Faculty and/or Institutional support is required? Provost Office, Senate Office, Advising, Dean's office, International (faculty mobility), AVP Research office. Collaboration with other programs such as Business, Tech Apparel, Graduate Studies, and Teaching and Learning.</i>

*STRATEGY 5: To achieve greater recognition for our distinctiveness as a program*

**GOAL 5: To be better known in the world of design through engagement with industry, community, and education.**

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
<i>Attain membership in professional societies</i>	Faculty committee With support of the Chair	01/22	05/22	By attending professional events, students and faculty will be able to present their work and research and contribute to knowledge production and exchange. To remain current with industry standards, and ethical, socially responsible and sustainable design practices, it would be beneficial to maintain professional association memberships, conference networks, and attend/participate in other professional events both in -person and virtually.
<i>Develop procedures for competition entry and integrate that with curriculum</i>	Faculty committee With support of the Chair	05/22	09/22	To encourage participation in various international design competitions to enhance and gain national/international exposure that would validate student skills and graduation attributes.



## Product Design Quality Assurance Plan

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
<i>Explore sources of external funding to support competition entries for students</i>	Faculty committee With support of the Chair	05/22	05/24	<p>To include competition participation as a requirement for a design portfolio. To be able to achieve local and global recognition requesting funding for inclusivity for the student body.</p> <p>Product Design has achieved both local and global recognition through awards including the Core 77 Community Prize in Commercial Equipment (USA, 2019), Core 77 First Place Student Winner, Commercial Equipment (USA, 2021), Simon Cox Student Design Competitions (Vancouver, 2019 &amp; 2021), and recently ICE-SAR (Iceland Search and Rescue) Design Sprint Challenge (Iceland, 2021), Hatching Health (Vancouver, 2017).</p>
<i>Explore sources of funding for faculty outreach through faculty exchange and field schools</i>	Faculty committee With support of the Chair	05/23	05/26	Establishing a mechanism for participation in International Exchange and Field Schools for both students and faculty would help to place our program on the international level with other local and Canadian institutions.
<i>Create a clear identity and procedures for engagement with external partners</i>	Chair and faculty committee	05/22	01/27	This would ensure we maintain agility and relevance in our program and help product design explore resources and raise the standards of our educational offerings through experiential learning, and research opportunities that key to a polytechnic curriculum.

Resource Implications (if applicable)
<i>What are the resources required to achieve this strategy? Allocation of Budget from Dean's office or AVP Research office</i>
<i>When are these resources required? Budget allocation will be needed throughout the short-, medium-, and long-term phases of this goal</i>
<i>What Faculty and/or Institutional support is required? WSD research committee, Dean's office, and AVP Research office</i>





## Product Design Quality Assurance Plan

STRATEGY 6: Increase in student recruitment, conversion, and retention

GOAL 6: To attain program viability by maintaining student intake cohort through quality applicants well matched to the program offering.

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes: Partner with FSO on all steps so that all departments are in alignment
<i>Develop a cohesive marketing strategy that highlights our program's specificity by highlighting our student/alumni achievements</i>	Chair, PA, communication coordinator, and faculty committee	03/22	06/22	For quality of applicants would also help with attrition rates due to students leaving and or failing, giving Product Design stronger sustainability with less chance of losing FTE's due to quality of applications. With quality applicants, the conversion and retention rates are more successful. Also, higher quality applicants lead to more successful graduates that further enhance program visibility.
<i>Explore and develop a market plan that would cover the breath of the program to future industry partners. Industry, and the advisory committee, have mentioned that Product Design at KPU as we are getting our name out there, more can be done to engage in industry and research project.</i>	Chair and External Liaison	01/23	01/27	There is strong support from the industry, advisory committee, Faculty, to develop future research and industry projects.
<i>Work closely with International to develop a specific workshop about Product Design for potential students</i>	PA and Chair	05/22	10/22	International has been such a great partner for Product Design. To further enhance this relationship, create online or in person workshops to support applicants and potential through the application process.
<i>Develop relationships with high schools in the Lower Mainland with dual credit programs and develop further workshops</i>	Chair, PA, and faculty committee	05/22	05/24	With the change in K-12 curriculum and development of dual credit we need to further foster these potential pathways for our local students. Workshops would further enhance this relationship with high schools/students by offering online or in person workshops to support applicants and potential applicants through the application process.
<i>Develop an educational outreach and marketing strategy and pilot the developed strategy</i>	Chair, PA, and faculty committee,	05/22	06/26	Develop a marketing and outreach strategy that highlights current student and graduate success in industry projects, competitions, etc. Highlighted alumni stories to show career pathways.



## Product Design Quality Assurance Plan

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes: Partner with FSO on all steps so that all departments are in alignment
<i>Develop student inclusivity plan to ensure that we include people of colour, indigenous students, and highlight diversity in our current student body and their projects</i>	Chair, PA (Program Assistant), and faculty committee	01/23	01/26	Product Design want to work with PDEC to ensure that KPU provides learning and working environments that are inclusive and supportive for all members of the KPU community. Follow the strategies and recommendations of the KPU PDEC (President's Diversity and Equity Committee) committee to ensure that Product Design at KPU provides a learning and working environment that is inclusive and supportive for all members of the KPU community.
<i>Identify and strengthen relationships with international educational institutions that are relevant to Product Design (exchanges and articulation agreements)</i>	Chair, PA, and faculty committee	01/22	01/27	This would allow Product Design to have key international partners exchange for both incoming and outgoing exchange students. The articulation agreements would allow students to transfer to KPU product design at any stage in their program allowing them to finish their degree at KPU.

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Resource Implications (if applicable)
<i>What are the resources required to achieve this strategy? Allocated marketing/faculty budget to allow for marketing and outreach strategies</i>
<i>When are these resources required? Marketing budget is needed throughout this phase in different areas</i>
<i>What Faculty and/or Institutional support is required? Dean, Business Manager, Marketing, PA, PDEC, and FSO</i>

STRATEGY 7: Develop production capabilities to allow for innovation and industry related excellence

GOAL 7: To develop technological competence and production capabilities for academic specialization to distinguish, innovation, and industry related excellence

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
<i>Request capital funds to develop machinery to be on par with our relevant industries as outlined in the Self Study Report</i>	Faculty and Divisional Lab Coordinator	01/22	09/22	We have documentation and recommendations from our current Advisory Committee and industry.



## Product Design Quality Assurance Plan

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
<i>Develop requests for new machinery and technology based on updated curriculum</i>	Faculty and Divisional Lab Coordinator	04/23	09/23	This is in alignment with the updates program framework and curriculum (goal 1 and 2) to stay competitive as academic specialists.
<i>Develop a center of excellence in materials, testing and manufacturing</i>	Faculty and Divisional Lab Coordinator	04/25	09/26	Maintain distinctiveness, and technological competence.

Resource Implications (if applicable)
<i>What are the resources required to achieve this strategy? Capital budget, Faculty training, Technology support, Machinery support, Technician support and Training</i>
<i>When are these resources required? Each phase of the goal whether it is short term or long term</i>
<i>What faculty and/or Institutional support is required? Dean, Divisional Lab Coordinator, Technicians, IT, Business manager</i>

PLAN SUPPORTED BY:

Diane Purvey  
\_\_\_\_\_

Provost's Name

\_\_\_\_\_  
Provost's Signature

\_\_\_\_\_  
Date

Andhra Goundrey  
\_\_\_\_\_

Dean's Name

*A Goundrey*  
\_\_\_\_\_

Dean's Signature

June 20, 2022  
\_\_\_\_\_

Date