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Program Name: Technical Apparel Design

Program Review Team Members:

Emily Heaps, Technical Apparel Design Coordinator

Evelyn May, Technical Apparel Design Faculty

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APPENDIX A: Curriculum Profile

TERM 1 - Identification & Inspiration		CREDITS
DETA 5110	Technical Apparel in Context	3
DETA 5120	Technical Textile Technologies	3
DETA 5130	Creative Innovation	3
DETA 5140	Advances in Apparel Production	3
Credits		12
TERM 2 - Conceptualization & Exploration		
DETA 5200	Global Business Strategies for Technical Apparel	3
DETA 5210	User Experience	3
DETA 5230	Strategic Design Direction	3
Credits		9
TERM 3 - Synthesis & Dissemination		
DETA 5300	Capstone Project	9
Credits		9
Total Credits		30

Upon successful completion of this program, students are eligible to receive a **Post Baccalaureate Diploma in Technical Apparel Design**.

APPENDIX B: Calendar Description of Program

When you embark on a Post Baccalaureate Diploma in Technical Apparel Design, you'll join an industry that pushes the limits of human potential. From giving elite athletes a competitive edge to saving the lives of outdoor enthusiasts, this booming industry blends creativity with cutting-edge technology to allow humans to move faster, survive longer and explore further.

Our diploma places you at the centre of BC's world-renowned technical apparel industry. Our curriculum was developed in collaboration with Vancouver-based companies like Arc'teryx, Global Collective, lululemon, Mountain Equipment Co-Op, Mustang Survival and Sugoi, as well as top academics and researchers. In just 3 semesters, you'll gain the research, design, business and leadership skills needed to join the next generation of design innovators. And thanks to our flexible delivery model, you can still work part-time.

Course Descriptions

Term 1

DETA 5110 3 credits**Technical Apparel in Context**

Students will examine the relationship between technical apparel and the intended context of use. They will learn to apply a human-centred systems approach to characterize human, functional, and environmental design requirements and objectives. Students will explore selected topics in ergonomics, anthropometry, psychology, thermal physiology, kinesiology, and safety as they relate to technical apparel design for recreational, occupational, athletic, survival, and therapeutic contexts.

DETA 5120 3 credits**Technical Textile Technologies**

Students will enhance their knowledge of advances in textile technologies that are revolutionizing the technical apparel industry. They will study the properties, processing, and testing of high tech textiles and new millennium fibres for a range of applications including: athletic and recreational performance, protection, occupational, survival, medical, smart fabrics, and eco-textiles for sustainability. Students will gain an understanding of the properties that influence function and performance. They will explore ways to apply research to further promote their understanding of technical textile applications.

DETA 5130 3 credits**Creative Innovation**

Students will explore, interpret, and conceptualize innovative processes for creative solutions in the designing of technical performance apparel. They will envision future technical apparel opportunities through evaluation of the current marketplace, interpretation of economic forecasts, sustainability issues, and target market user profiles. Students will systematize the effective application of design processes resulting in a variety of exploratory and defensible options.

DETA 5140 3 credits**Advances in Apparel Production**

Students will research and analyze advanced production methodologies for technical apparel. They will examine technical apparel components to understand the implications of product integrity. Students will execute rapid prototyping techniques as an iterative process and evaluate production methodologies for fit, function, and environmental sustainability.

Term 2

DETA 5200 3 credits**Global Business Strategies for Technical Apparel**

Students will reach beyond existing market demands to create new opportunities. They will critique business models, leadership practices, and global strategies while considering diverse organizational, social, and cultural relationships within the technical apparel industry. Students will assess geographical, ethical, and sustainability issues related to the use and function of technical apparel in global sourcing, trade negotiations, and logistical planning.

DETA 5210 3 credits

User Experience

Students will apply and critique methods of engaging with and learning from technical apparel users throughout an iterative design process. They will formulate and implement testing strategies to evaluate user experience of technical apparel products.

DETA 5230 3 credits**Strategic Design Direction**

Students will research market opportunities and critique creative strategies, technological advances, and leadership approaches in the design of technical performance apparel. They will evaluate principles of research design methodology for the purposes of measuring potential innovation and creative solutions. Students will, through divergent thinking and exploration, debate strategic design directions and research to inform the final capstone project in DETA 5300.

Term 3

DETA 5300 9 credits**Capstone Project**

Students will develop and conduct a complete design process for technical apparel based on approval of the capstone proposal developed in DETA 5230, Strategic Design Direction. They will apply the key elements of an iterative design process to generate a detailed, responsive design and an associated business strategy. Students will incorporate an understanding of the human-centred systems approach, current textile technologies, apparel production standards, user and market analyses, business strategies, project management, and innovation.

APPENDIX C: Program Admissions Requirements and Policies

In addition to the Faculty's Admission Requirements, which consist of KPU's undergraduate English Proficiency Requirement, the following program admission requirements apply:

- Successful completion of a recognized undergraduate degree, or a design-related diploma or associate degree along with a minimum of 5 years of related work experience
- Letter of Interest package
- Interview

APPENDIX D: Credential completion requirements and standards

This program requires students to complete a total of 30 credits including a 9-credit capstone project. Students are required to study full time (12 credits) in their first semester, and part-time for the next two semesters. Intakes generally start in the September semester.

APPENDIX E: Faculty Biographies

Dr. Daniel Robinson, Faculty

Dan Robinson is a Canadian Certified Professional Ergonomist (CCPE), Past-President and Fellow of the Association of Canadian Ergonomists, Member of the Human Factors and Ergonomics Society, registered as a Practicing Kinesiologist with the BC Association of Kinesiologists, and has been consulting in Ergonomics for more than 25 years with an active practice as Robinson Ergonomics Inc. Dan's education includes M.Sc. and Ph.D. in Kinesiology from Simon Fraser University. Dan provides expertise in the areas of ergonomics/human factors, user-centred design, research methods and user-testing within a design process, safety, anthropometry, thermal physiology, biomechanics, and athletic performance. Dan is Chair of the Canadian Mirror Committee to the International Organization for Standardization (ISO) on Ergonomics (TC159) and is a Member of several other Canadian Mirror Committees, including: Anthropometry and Biomechanics (TC159/SC3) and Ergonomics of the Physical Environment (TC159/SC5).

Evelyn May, Faculty

Evelyn May is a hybrid thinker with the ability to strategically synthesize current research with future trends in technical apparel. A graduate of Thomas Jefferson University with an MBA in Strategic Design, her interests lie in applying innovation strategies to functional apparel design, using strategic design processes as a competitive advantage in order to build product distinction. She is a bridge builder to the creative side of strategy and helps a range of audiences understand and apply user-centered principles to their particular work. A strong student advocate, she has over 25 years of experience in higher education as the head of fashion design, fashion marketing and technical apparel programs and in the apparel industry as a designer, pattern maker, fit specialist, and production manager. Her research interests include strategic design and functional apparel.

Stephanie Phillips, Faculty

Stephanie Phillips graduated with a Masters of Art in Textile Futures from Central Saint Martins College & Design with the focus of material sustainability. Her design research practices focuses on the development of functional composite textiles for a single waste stream, focusing on bio-derived material sources. Stephanie has been working in the field of Textile Design since 2003, and has been teaching Design since 2010, having taught at OCAD University prior to moving to Kwantlen Polytechnic University in 2014. Her work has been exhibited at Tent as part of London Design week, as well as The Munich Craft Council's Exhibition on Craft & Innovation. She has worked as a trend forecaster with WGSN, and has run workshops with Subtle Technologies, IDEO and The University of Toronto. Her research interests include Biomaterials, Sustainability, Textiles, Functional Materials, Creativity and Innovation.

Emily Heaps, Coordinator

Emily Heaps' passion lies in technical apparel, business operations, and sustainable strategy development. She graduated from Kwantlen Polytechnic University's Fashion Design & Technology program and created a collection of women's luxury ski wear for graduation. After working as a Fashion Designer for years, she completed her Master's Degree in Business Administration from Simon Fraser University's Beedie School of Business. Upon graduation, she worked as the Operations Manager for a globally recognized equestrian apparel company. Emily then transitioned her career into education and worked as an instructor while managing the Fashion Design and Sewing program at John Casablancas Institute. Emily currently serves as the Chair of the Board for Our Social Fabric, a non-profit organization that is dedicated to keeping textiles out of landfills and President of the Wilson School of Design Alumni Association. She also works as a consultant for local apparel companies focusing on business development, project management, and product development, in addition to coordinating the Technical Apparel Design program at KPU's Wilson School of Design.

APPENDIX F: Advisory Committee Biographies

Charlotte Browning BA

Current Employment: Materials Development Coordinator at Arc'teryx Equipment Inc.

Charlotte Browning's career began as a track and field star with two NCAA titles from the University of Florida. Upon graduation, Browning gained over 5 years of experience working in the apparel and footwear industry, representing New Balance and Hoka One One. She then moved to Vancouver and graduated from the Technical Apparel Design program at the Wilson School of Design in 2017. Browning is currently the Materials Development Coordinator at Arc'teryx Equipment Inc. where she leads yarn development for seamless knit technology, co-leads the microfibre research project and supports sustainability initiatives. Alongside building her skills in textile development, she is passionate about sustainable design and innovation.

Shirley Chan

Current Employment: Director of Product Commercialization at Arc'teryx Equipment Inc.

Passionate about the intersection of design and manufacturing, Chan has been executing design vision and bringing products to life in both the outdoor and fashion industry for over thirty years. With a broad range of roles from plant engineering, quality, sourcing, product development and design operations, she brings a history of leadership in the application and adoption of technology. Intimately familiar with the complexities of both local and global manufacturing and the people in it, Chan is keen to cultivate a mindset that will sustain the soft goods industry.

Lindsay Bailey BA, JD

Current Employment: Principal at Lindsay Bailey Law Corporation

Lindsay Bailey provides legal services to clients throughout all cultural industries and disciplines, ensuring that her clients receive the business and intellectual property legal services that they need. In addition, she is also a Legal Advisor to businesses, non-profit organizations, and individuals with a focus on those entities working in the visual arts, music and film industries, new media and technology, fashion and design, photography, publishing and the food and wine industries. As a Registered Trademark Agent with the Canadian Intellectual Property Office (CIPO), Bailey is recognized as a legal professional qualified to assist with clients' trademark needs.

Max Feldman BA, MBA

Current Employment: Advisor at MDF Advising

Throughout his career, Max Feldman has helped a variety of organizations optimize their resources, increase efficiency, and improve strategic decision making. Through his expertise in sourcing, product development, quality & production, he has helped globally recognized brands such as Lululemon, Arc'teryx, Kit+Ace & Sugoi build resilient value chains and maximize opportunity. After 15 years of working at top-tier organizations, Feldman now focuses on emerging brands, social enterprises, educators & entrepreneurs driving positive impact for people, planet & profits. Max has a Bachelor's degree in Radio and Television from Ryerson University and an MBA from the University of British Columbia. When he is not working, he can be found riding his bike and devouring books.

Samantha Kuchmak BA

Current Employment: Manager of Social & Environmental Responsibility at MEC

Samantha Kuchmak sits within the Design Innovation team, leading one of the foundational pillars for the MEC Label - social and environmental responsibility. Kuchmak has been an integral part of this team for the past eight years where she has led MEC through Fair Labor Association Accreditation, growth of the Fair-Trade USA program, supplier assessment and training collaborations, MEC's supply chain adoption of the Higg Index and Social Labor Convergence Project, and MEC's journey to greater transparency and public disclosure of the supply chain.

Mark Anderson BME, MBA

Current Employment: Director of Engineering and Quality at Mustang Survival

Mark Anderson is passionate about growing unique ideas and turning them into innovative products that make a difference. Anderson now has over 20 years of experience in leading high-performance teams and delivering tangible results in the technology and manufacturing sectors. In his current role as Director of Engineering and Quality at Mustang Survival, he oversees the Research, Engineering, Quality and Sourcing functions. His team has successfully launched over one hundred award winning products from dry suits for the US Air Force to inflatable life preservers for Elite Ocean Sailors. He is now spearheading the creation of a sourcing function that will engage with strategically aligned partners to ensure futuristic ingredient innovation and ongoing global cost competitiveness.

Vanessa Fors BDes, MBA

Current Employment: Category Manager at Mustang Survival

Vanessa Fors has almost twenty years of apparel industry experience with roles in Design and Product Management in a variety of markets from children's wear to women's sportswear, to the active sports industry, traveling globally for research, sourcing, and sales. She is currently the Category Manager for Mustang Survival where she continuously seeks to find new ways to connect with and learn from the ever-changing product industry. In 2016, Fors founded the first "un-conference" for the apparel and soft goods industry in Vancouver called ApparelCamp. She regularly speaks on the topic of Vancouver's Apparel Industry and apparel sustainability.

Dr. Matthew White PhD

Current Employment: Associate Professor at Simon Fraser University

Dr. White has an extensive academic background in Kinesiology, with a Doctoral degree in Physiology-Endocrinology from Laval University. He began teaching at Simon Fraser University in 2003 and became an Associate Professor in 2009.

APPENDIX G: Administrative Data Report

Data is organized by Self-Study Report chapter. The Self-Study questions that the information in each table or chart are designed to answer are highlighted.


% Change refers to change between 2013/14 to 2017/18. If a course or program was not offered in 2013/14, the percentage change will be listed as n/a.

Chapter 2: Program Currency and Connections

STUDENT DEMAND FOR TECHNICAL APPAREL COURSES

What has demand been like for DETA courses in the last five years?

Enrolment by Academic Year: Students Enrolled in DETA courses

	2013/14	2014/15	2015/16	2016/17	2017/18	% Change	Trend Line
FTE Head Count	12	19	10	9	19	58%	


Data Source: R:\IAP\A Dashboards\Enrolment\Enrolment Dashboard 2017-2018. By Course. Faculty Course: Design. Department Course: Technical Apparel. Subject: DETA

Additional Question for the Program to Consider in the Self-Study Report

- Are current demand levels commensurate with program expectations?

How does demand for DETA courses compare with demand for all Design courses over the same period?

Enrolment by Academic Year: Students Enrolled in Design Courses


	2013/14	2014/15	2015/16	2016/17	2017/18	% Change	Trend Line
FTE Head Count	535	546	491	463	483	-10%	

Data Source: R:\IAP\A Dashboards\Enrolment\Enrolment Dashboard 2017-2018. By Course. Faculty Course: Design.

STUDENT DEMAND FOR THE TECHNICAL APPAREL

What has enrolment been like for the Technical Apparel Post-Baccalaureate in the last five years?


Enrolment by Academic Year: Students Enrolled in the Technical Apparel Program

	2013/14	2014/15	2015/16	2016/17	2017/18	% Change	Trend Line
FTE Head Count, Total	12	19	10	9	19	58%	

Data Source: R:\IAP\A Dashboards\Enrolment\Enrolment Dashboard 2017-2018. By Course. Faculty Course: Design. Department Course: Technical Apparel. Subject: DETA Breakdown Criteria: Declaration.

How does demand for the Technical Apparel program compare with demand for all Design programs over the same period?

Enrolment by Academic Year: Students Enrolled in Design Courses

	2013/14	2014/15	2015/16	2016/17	2017/18	% Change	Trend Line
FTE Head Count	430	449	424	407	416	-3%	

Data Source: R:\IAP\A Dashboards\Enrolment\Enrolment Dashboard 2017-2018. By Program. Program Faculty: Design.

Additional Question for the Program to Consider in the Self-Study Report

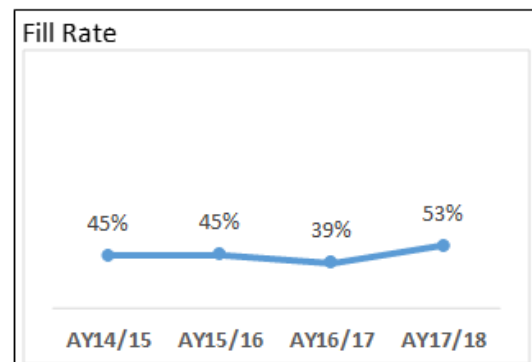
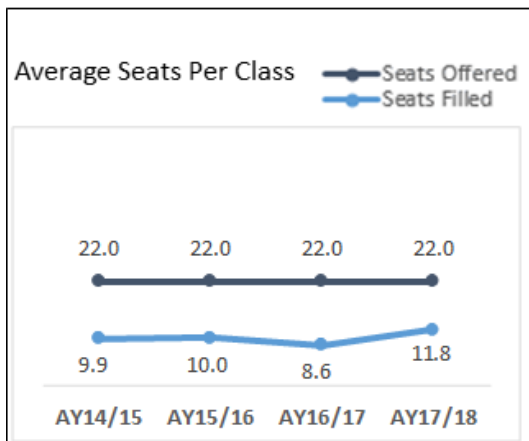
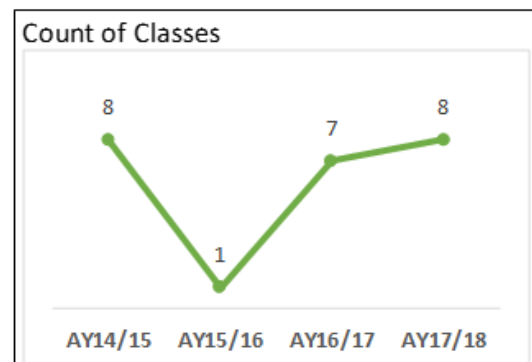
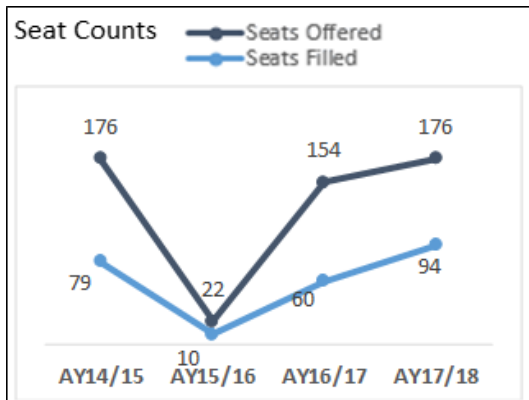
- Are current demand levels commensurate with program expectations?

SEAT TRENDS

The information below addresses demand for Technical Apparel courses as well as the efficiency of their delivery.

Do Technical Apparel courses achieve KPU's average class size target of 25?

Seat Statistics by Academic Year: DETA Courses.

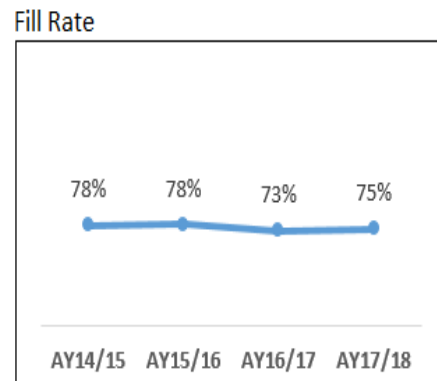
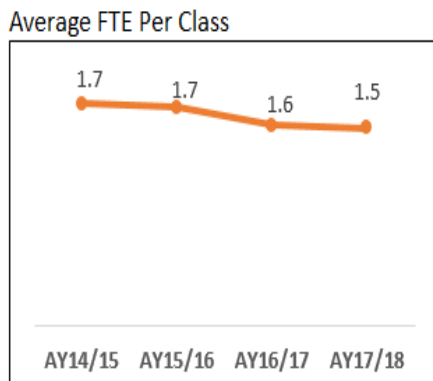
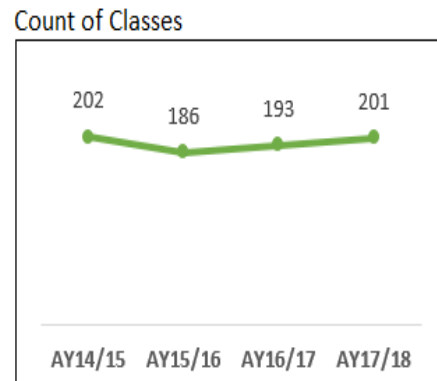
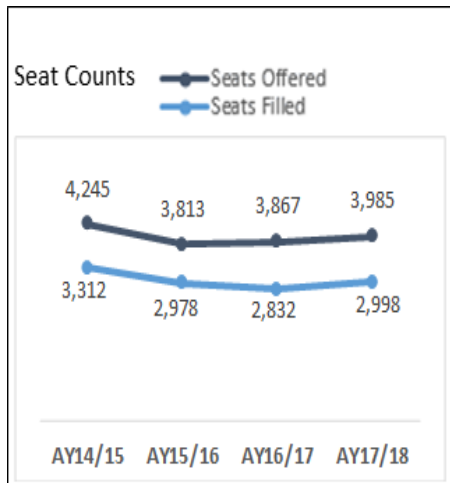


Data Source: R:\IAP\A Dashboards\Seats\Seat Statistics Dashboard – 2017_2018. By Year.
Faculty: Design. Department: Technical Apparel. Subject: DETA Term: Fall/Spring/Summer.

Additional Question for the Program to Consider in the Self-Study Report

- What steps can the program take to achieve KPU's target class size of 25?
- If there are factors that limit class size, what are they?

How does DETA's course delivery compare in terms of efficiency with that of Design courses?



Data Source: R:\IAP\A Dashboards\Seats\Seat Statistics Dashboard – 2017_2018. By Year.
Faculty: Design. Term: Fall/Spring/Summer.

Definitions

Head Count	Number of unique students enrolled
Class	Equivalent to Section, except for cross-listed courses, which are merged, and ACA continuous intake courses, where monthly sections with the same schedule and location are merged into blocks per term.
Fill Rate	Computed as Seats Taken / Seats Offered. A measure of % capacity utilization.
Ave Seats Offered Per Class	Computed as Seats Offered / Count of Classes
Ave Seats Filled Per Class	Computed as Seats Filled / Count of Classes

Data Source: R:\IAP\A Dashboards\Seats\Seat Statistics Dashboard – 2017_2018. Glossary.

DEMOGRAPHIC PROFILE OF ENROLLED STUDENTS

What is the demographic profile of students enrolled in the Technical Apparel Post-Baccalaureate?

Profile of Students by Academic Year: Student Enrolment in the Technical Apparel Post-Baccalaureate

Student Profile	2013/14	2014/15	2015/16	2016/17	2017/18
<i>Headcount</i>	12	19	10	9	19
<i>% Female</i>	83%	74%	70%	67%	63%
<i>% 22 years or younger</i>	0	0	0	0	0
<i>% Domestic</i>	75%	74%	80%	78%	63%

Data Source: R:\IAP\A Dashboards\Enrolment\Enrolment Dashboard 2017-2018. Faculty Program: Design. Department Program: Technical Apparel. Credential Type: Post-Bacc.

Additional Questions for the Program to Consider in the Self-Study Report

- Is gender enrolment equitable? If not, how does the program intend to address the imbalance?
- What demographic changes has the program observed over time? What impact does this have on the program?

How does the demographic profile of Technical Apparel students compare with that of students in Design programs?

Profile of Students by Academic Year: Program Enrolment (Majors only) in Design

Student Profile	2013/14	2014/15	2015/16	2016/17	2017/18
<i>Headcount</i>	430	449	424	407	416
<i>% Female</i>	87%	83%	84%	84%	84%
<i>% 22 years or younger</i>	65%	56%	65%	68%	71%
<i>% Domestic</i>	97%	96%	95%	94%	92%

Data Source: R:\IAP\A Dashboards\Enrolment\Enrolment Dashboard 2017-2018. By Program. Program Faculty: Design.

ENROLMENT COMPARISONS

How do KPU Technical Apparel enrolment trends compare with that of other B.C. public institutions?

KPU's Share of Enrolment: Design and Applied Arts

	2013-14		2014-15		2015-16		2016-17	
Credential	Total	KPU Share	Total	KPU Share	Total	KPU Share	Total	KPU Share
Post-degree diploma	12	100%	19	100%	10	100%	9	100%

Data Source: R:\IAP\A Dashboards\STP Enrolment. STP Enrolment: 2016_17. CIP_Description: Fashion/apparel design. Psi Credential Category: Post-degree diploma. Psi Code Cur.

Comparable Post-Degree Diploma Programs in B.C: None

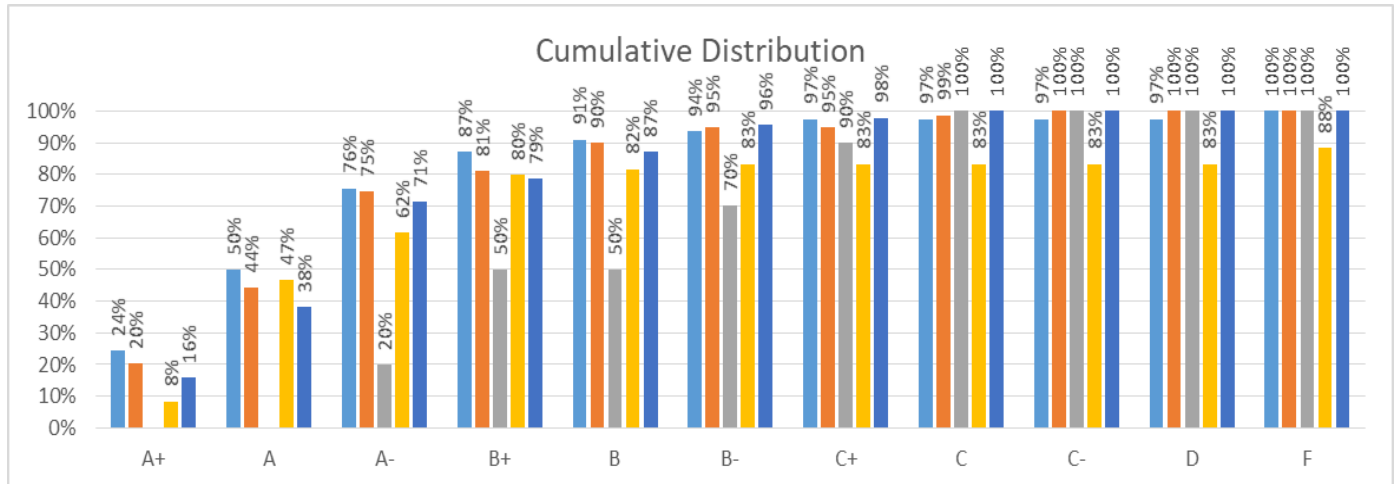
Chapter 4: Quality of Instructional Design

GRADE DISTRIBUTIONS

The information below considers whether a sufficient number of Technical Apparel students are successful (i.e. with a C or above). The information is presented in different ways.

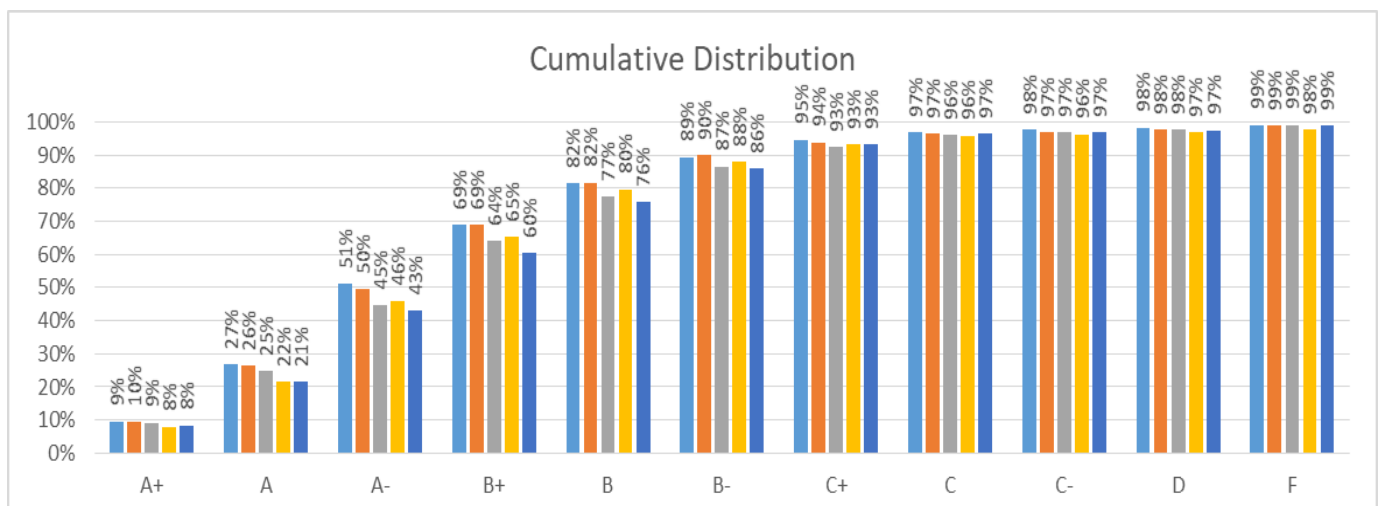
What percentage of students in Technical Apparel courses receive a grade of C or above?

DETA Courses by Academic Year



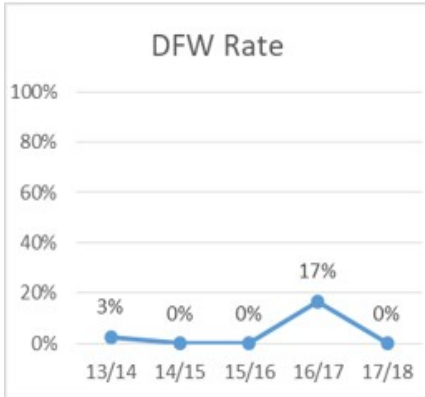
How does that percentage compare with the percentage of students in Design courses who receive a grade of C or above?

Design Courses by Academic Year

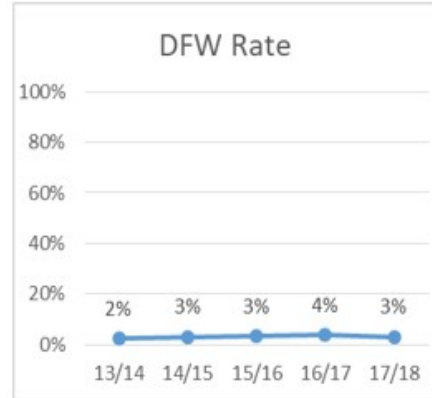


What is the DFW Rate (% of students who received a grade of D or F or withdrew from the course) of Technical Apparel courses and how does it compare with that of Design courses?

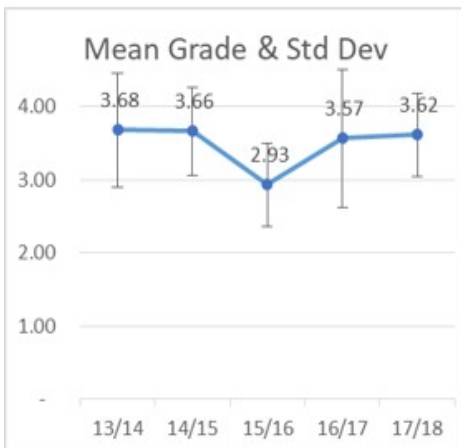
DETA Courses by Academic Year



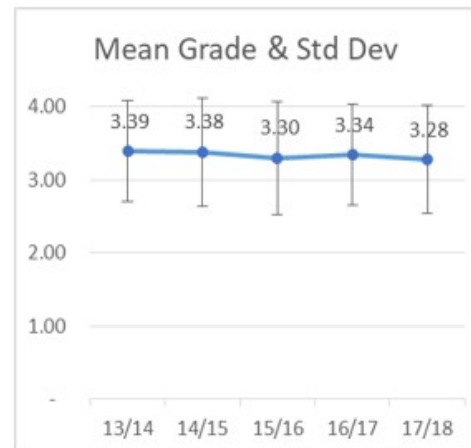
Design Courses by Academic Year



DETA Courses by Academic Year

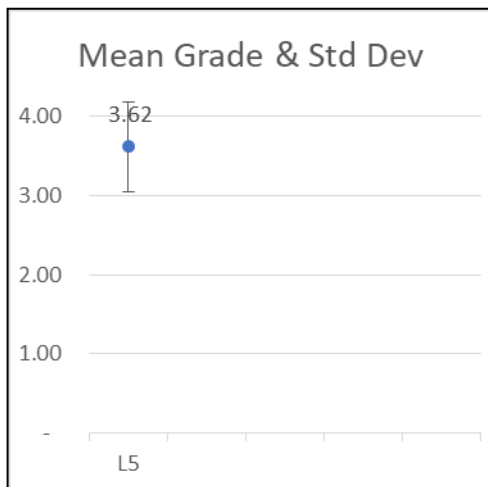
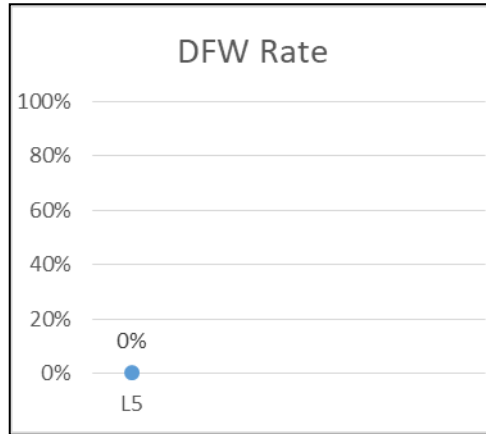
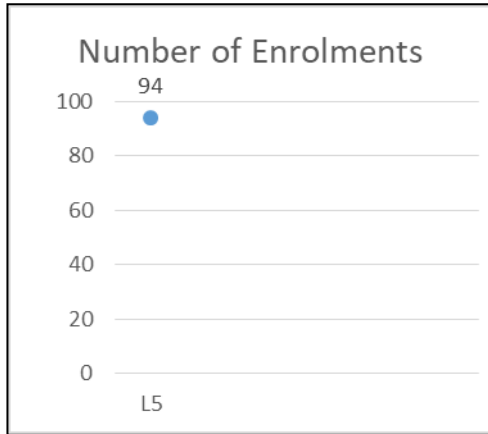


Design Courses by Academic Year



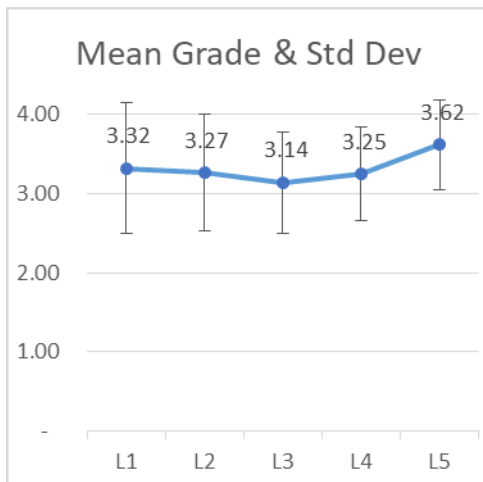
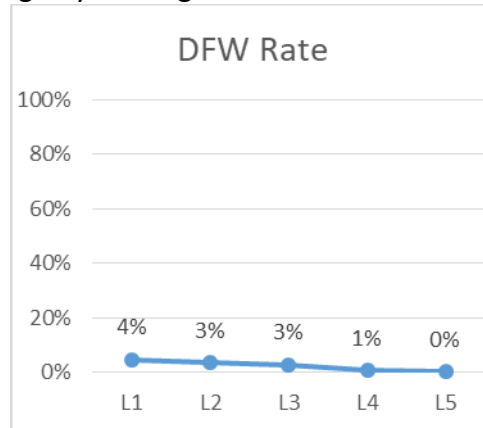
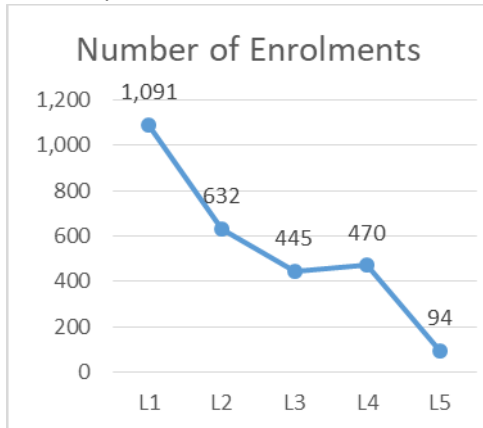
We can also consider grades by undergraduate level (or the first digit of the course number of undergraduate courses). Looking at a single academic year (AY 2017/18), how well do students perform the further they progress in the Technical Apparel program?

AY2017/18 Numeric Grade Distribution for Technical Apparel by Undergraduate Level



In comparison, how well do students perform the further they progress in Design courses?

AY2017/18 Numeric Grade Distribution for Design by Undergraduate Level



Data Sources:

For DETA:

- R:\IAP\A Dashboards\Grade Distribution\Grade Distribution 2017-18. Numeric by Year. Course Faculty: Design. Subject: Technical Apparel. Subject: DETA.
- R:\IAP\A Dashboards\Grade Distribution\Grade Distribution 2017-18. Numeric by UG Level. Academic Year: AY17/18. Course Faculty: Design. Subject: Technical Apparel. Subject: DETA

For Design:

- R:\IAP\A Dashboards\Grade Distribution\Grade Distribution 2017-18. Numeric by Year. Course Faculty: Design
- R:\IAP\A Dashboards\Grade Distribution\Grade Distribution 2017-18. Numeric by UG Level. Academic Year: AY17/18. Course Faculty: Design

<i>Grade</i>	For courses with numeric grade mode, this is the letter grade (A+ through F) assigned to a student based on achievement in a course. Non-numeric grade mode courses, including Experience grading and Mastery grading courses, assign a Pass or Fail grade to students.
<i>Mean Grade</i>	The average grade of students in the selected courses, based solely on the numerical grade equivalent of a letter grade. A weighted average is used, such that larger classes have a larger influence on the computed mean. This dashboard does NOT compute an average of course-level grades weighted by course credits.
<i>Numeric Grade Distribution</i>	The number of students who receive a particular letter grade (A+ through F), as a percentage of the total number of students with a grade or a W/WE or DEF(Deferred). This does not apply to courses which do not assign numeric grades to students.
<i>Cumulative Distribution</i>	The number of students who receive a particular letter grade (A+ through F) plus those who receive a higher grade, as a percentage of the total number of students with a grade or a W/WE. Useful for estimating the proportion of passing students based on any specific grade requirement.
<i>DFW Rate</i>	% of students who received a grade of D or F or withdrew from the course. Percentage is calculated based on number of students with a grade or a W/WE or DEF (Deferred). A common metric used to identify courses with high rates of poor student performance.

RETENTION AND GRADUATION COUNTS

What percentage of first-year Technical Apparel students leave the program?

First-Year Leaver Rate for Technical Apparel

Credential	Cohort			
	2013	2014	2015	2016
Post-Baccalaureate Diploma	18%	0%	0%	33%
Headcount	11	9	0	9

Data Source: KPU Retention Dashboard

Note: "Headcount" in the table above refers only to students whose first program at KPU was Technical Apparel. If a student began in a different program before progressing to Technical Apparel, s/he is not counted.

How does Technical Apparel's first-year leaver rate compare with the first-year leaver rate of all Design programs?

First-Year Leaver Rate for Design Programs

Credential	Cohort			
	2013	2014	2015	2016
%	11%	8%	10%	18%
Headcount	109	110	98	111

Data Source: KPU Retention Dashboard

Note: Please see the note above about headcount. Only students whose first program was in Design are counted.

What percentage of Technical Apparel students have completed their degree at least five years after program completion?

Retention and Completion Rates by Academic Year of Entry for Technical Apparel Post-Baccalaureate


Cohort, Years Since Entry	Head Count	Continuer Rate	Overall Graduation Rate	Potential Completers Rate	Overall Leaver Rate	Same Program Grad Rate	Same Program Grad Time (In Years)
2013 cohort, 2 years out	11	9%	73%	0%	18%	73%	2.0
2014 cohort, 2 years out	9	22%	78%	0%	0%	78%	2.0

Data Source: KPU Retention Dashboard

Note: Please see the note above about headcount. The same rule applies.

Between AY 2013/14 to 2017/18, how many students graduated from Technical Apparel?


Graduate Headcount by Credential Type and Academic Year

Credential Type (1 item)	2013/14	2014/15	2015/16	2016/17	2017/18	Trend Line
Post-Bacc	0	8	8	0	6	

R:\IAP\A Dashboards\Credentials\Credentials dashboard AY2017-18. By Year. Faculty: Design. Discipline: Technical Apparel.

How does Technical Apparel graduate headcount compare with Design's graduate headcount in the same period?

Graduate Headcount by Academic Year: Design

	2013/14	2014/15	2015/16	2016/17	2017/18	Trend Line
Design	119	112	119	95	109	

R:\IAP\A Dashboards\Credentials\Credentials dashboard AY2017-18. By Year. Faculty: Design.

How long did it take Technical Apparel graduates to earn their credential?

Graduate Headcount and Years to Credential: Technical Apparel Post-Baccalaureate

Program	Total	One Credential		Multiple Credentials, Same Level		Multiple Credentials, New Level	
	Grads (N)	Grads (N)	Median Years Since Level Enrolled	Grads (N)	Median Years Since Same Level Cred	Grads (N)	Median Years Since Level Enrolled
Technical Apparel Post-Bacc	6	6	1.6	0		0	

R:\IAP\A Dashboards\Credentials\Credentials dashboard AY2017-18. By Program. Faculty: Design Discipline: Technical Apparel.

Additional Question for the Program to Consider in the Self-Study Report

- Are graduate and retention rates appropriate for the program or do they indicate a need for changes?

Definitions

Graduate Headcount Count of unique students who have earned a KPU credential. Breakdown values may not add up to total or 100% because a student can earn multiple credentials in different categories within the same academic year.

Credential Specific academic award granted upon completion of Program, such as "Associate of Arts Degree" vs "Associate of Science Degree".

Years Since Level Enrolled Number of years elapsed between graduation date and date first enrolled in course at same level as credential earned.

Median

A computed "middle" number in a set of numbers when sorted by value, such that 50% of the values are higher and 50% are smaller than this number. The Median is preferred over the Mean when the distribution of numbers contains a few extreme values. Extreme values will distort the Mean in that direction, whereas the Median is not affected by extreme values.

APPENDIX H: TECHNICAL APPAREL STUDENT SURVEY

INTRODUCTION

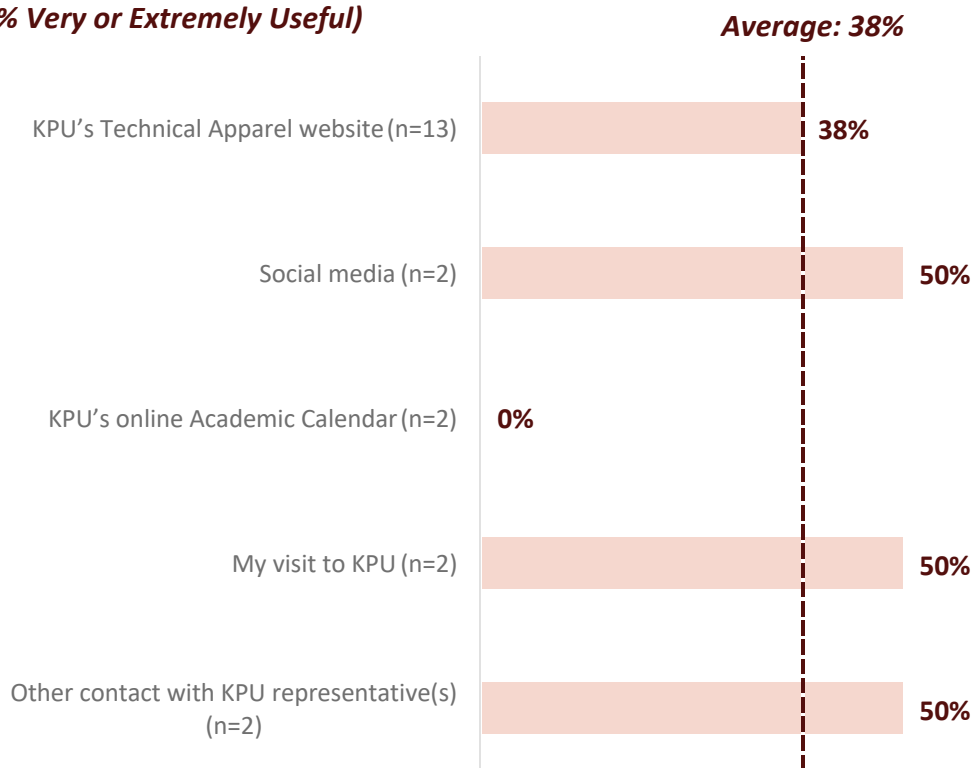
In **November 2018**, the student survey was administered to **15/18** students in the Technical Apparel Design program, for an **83%** response rate.

Key findings are presented in the following pages and organized by Self-Study Report chapter.

CHAPTER 2 – PROGRAM CURRENCY AND CONNECTIONS

Q3. How useful were each of these sources of information?

(% Very or Extremely Useful)

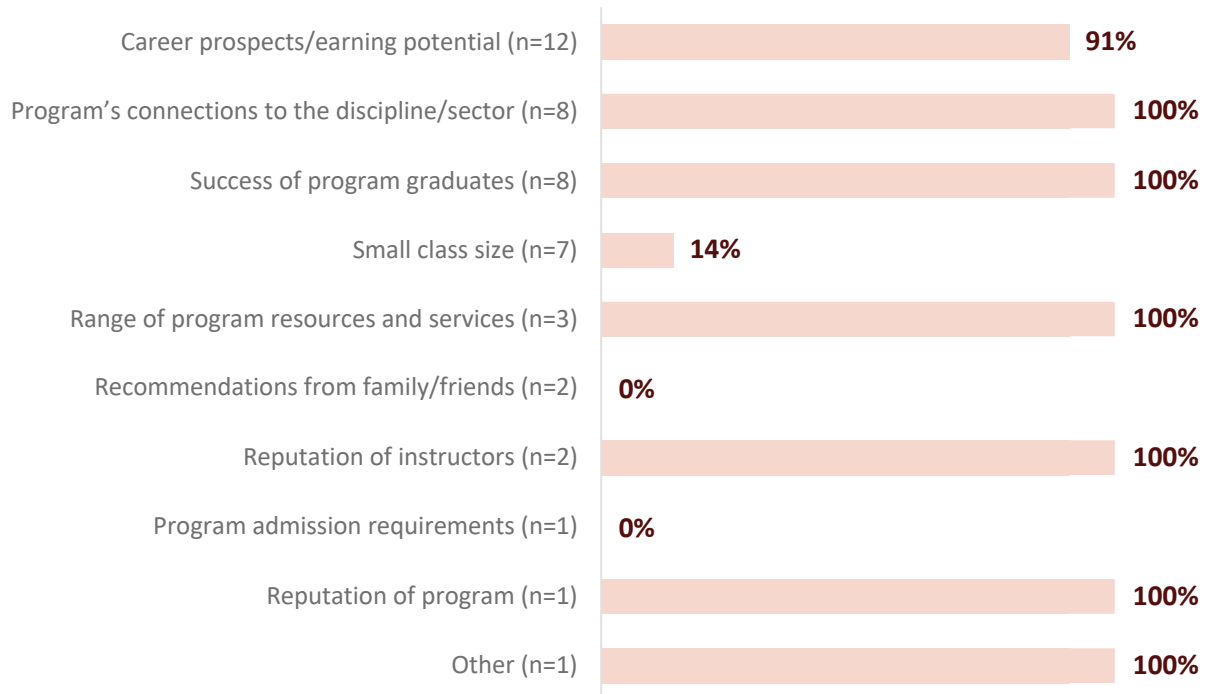


In Q3, students only rated the sources they said they had used in Q2 - *Which of the following sources of information did you use to learn about KPU's Technical Apparel program? Please select all that apply.* The information sources above have been sorted highest-to-lowest according to the number of students who used them. Sources from Q2 that do not appear above were not used by any students.

Q5. How important was each of the following in your decision to enroll in KPU's Technical Apparel program?

(% Very Important or Essential)

Average: 71%



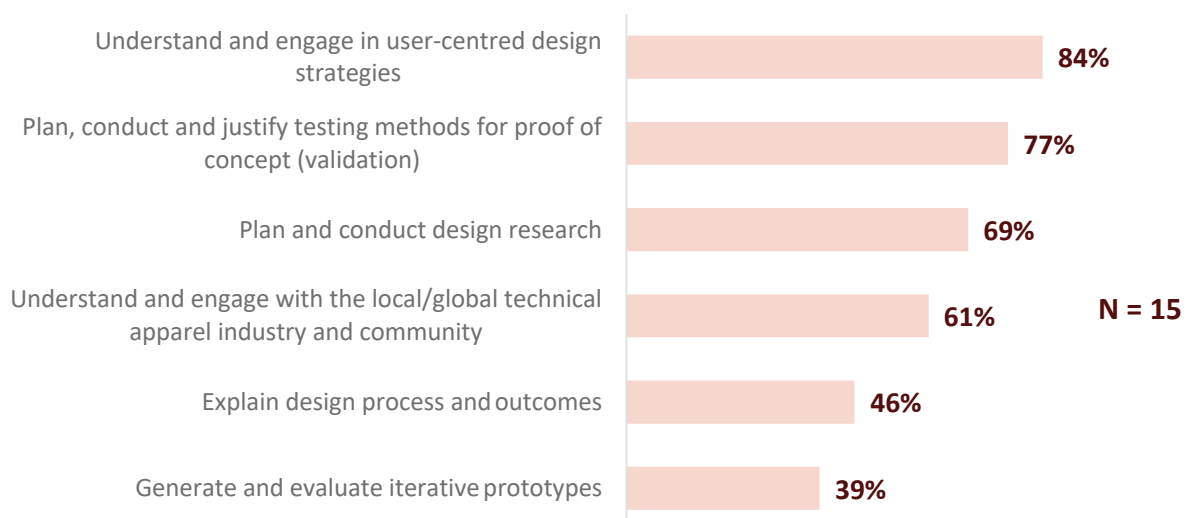
In Q5, students only rated the factors they said they had used in Q4 - *Which of the following influenced your decision to enroll in KPU's Technical Apparel program? Please select all that apply.* The factors above have been sorted highest-to-lowest according to the number of students who stated they were an influence. Factors from Q4 that do not appear above did not influence any students.

CHAPTER 3 – QUALITY OF CURRICULUM DESIGN

Q7. How satisfied are you with the way KPU's Technical Apparel program is preparing you to do the following?

(% Somewhat or Very Satisfied)

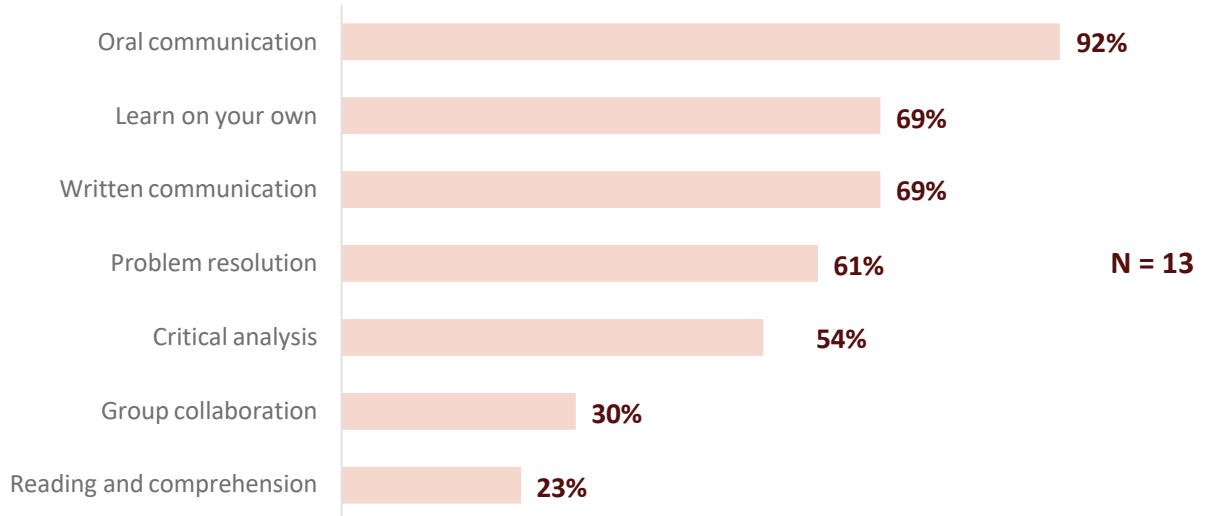
Average: 63%



Q8. How satisfied are you with the way KPU's Technical Apparel program is helping you develop the following skills?

(% Somewhat or Very Satisfied)

Average: 57%



Q10. Overall, how satisfied are you with KPU's Technical Apparel program curriculum?

N = 13



CHAPTER 4: QUALITY OF INSTRUCTIONAL DESIGN

Q17. Overall, how satisfied are you with the instruction you have received in KPU's Technical Apparel program?

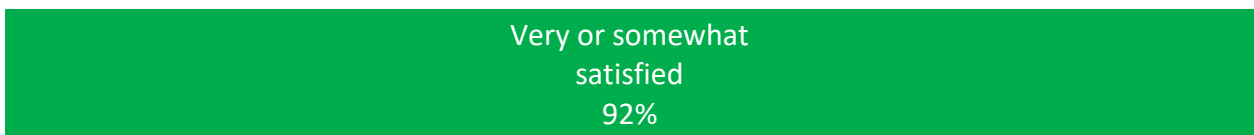
N = 13



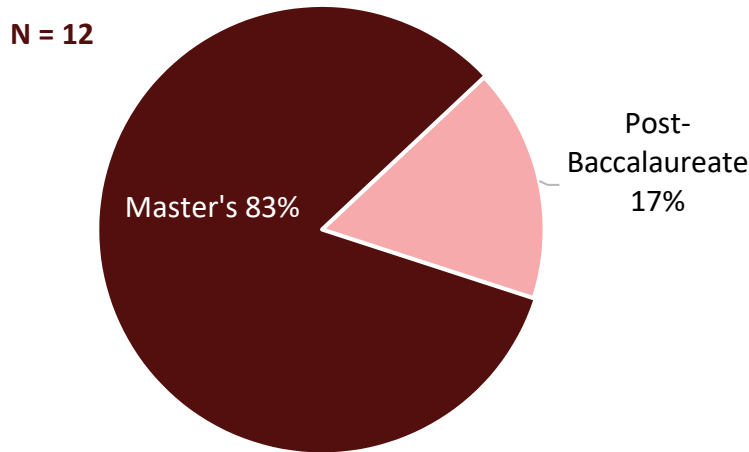
CHAPTER 5 – QUALITY OF RESOURCES, SERVICES AND FACILITIES

Q21. How satisfied are you with the resources, services and facilities offered through KPU's Technical Apparel program?

N = 13



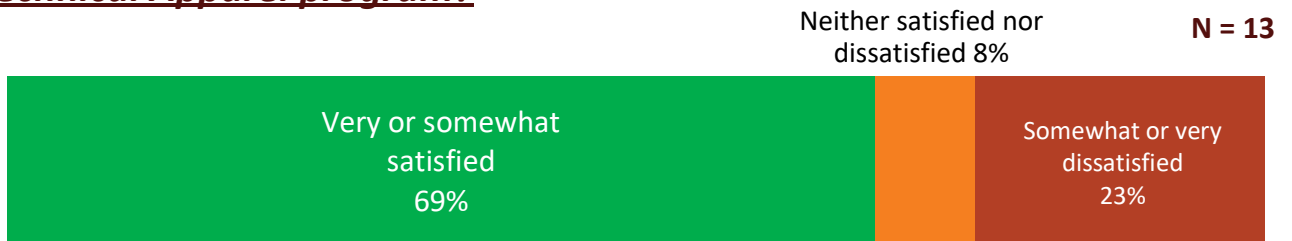
Q25. If KPU had offered both a Master's AND the post-baccalaureate program, which one would you have chosen?



61%

of students would enroll in a Master's in Technical Apparel if it were offered at KPU (Q23)

Q28. In general, how satisfied are you with your experience in KPU's Technical Apparel program?



Q1 In which semester are you currently enrolled?

Answered: 15 Skipped: 0

ANSWER CHOICES	RESPONSES	
Semester 1	40.00%	6
Semester 2	0.00%	0
Semester 3	60.00%	9
TOTAL		15

Q2 Which of the following sources of information did you use to learn about KPU's Technical Apparel program? Please select all that apply.

Answered: 14 Skipped: 1

ANSWER CHOICES	RESPONSES
BC Education Planner website	0.00% 0
BC Transfer Guide website	0.00% 0
Program advertising (including pamphlets)	0.00% 0
Social media	14.29% 2
KPU's Technical Apparel website	92.86% 13
KPU's online Academic Calendar (with information about the Technical Apparel program, courses, schedules, deadlines, etc.)	14.29% 2
KPU open house or events	0.00% 0
KPU Educational Advising	0.00% 0
My visit to KPU	14.29% 2
Visit by KPU representative to my high school	0.00% 0
Other contact with KPU representative(s), including faculty and students	14.29% 2
High school teachers/counsellors	0.00% 0
Other (please specify)	14.29% 2
Total Respondents: 14	

#	OTHER (PLEASE SPECIFY)	DATE
1	google search	11/29/2018 10:29 PM
2	Friend who works in the industry	11/23/2018 8:24 AM

Q3 How useful were each of these sources of information?

Answered: 14 Skipped: 1

	NOT AT ALL USEFUL	SLIGHTLY USEFUL	SOMEWHAT USEFUL	VERY USEFUL	EXTREMELY USEFUL	TOTAL	AVERAGE
BC Education Planner website	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
BC Transfer Guide website	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
Program advertising (including pamphlets)	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
Social media	0.00% 0	0.00% 0	50.00% 1	50.00% 1	0.00% 0	2	3.50
KPU's Technical Apparel website	0.00% 0	15.38% 2	46.15% 6	38.46% 5	0.00% 0	13	3.23
KPU's online Academic Calendar (with information about the Technical Apparel program, courses, schedules, deadlines, etc.)	0.00% 0	50.00% 1	50.00% 1	0.00% 0	0.00% 0	2	2.50
KPU open house or events	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
KPU Educational Advising	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
My visit to KPU	0.00% 0	50.00% 1	0.00% 0	0.00% 0	50.00% 1	2	3.50
Visit by KPU representative to my high school	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
Other contact with KPU representative(s), including faculty and students	0.00% 0	0.00% 0	50.00% 1	50.00% 1	0.00% 0	2	3.50
High school teachers/counsellors	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
[Insert text from Other]	0.00% 0	0.00% 0	100.00% 2	0.00% 0	0.00% 0	2	3.00

In Q3, students only rated sources of information they indicated they had used in Q2.

Q4 Which of the following influenced your decision to enroll in KPU's Technical Apparel program? Please select all that apply.

Answered: 14 Skipped: 1

ANSWER CHOICES	RESPONSES	
Career prospects/earning potential	85.71%	12
Family/friends in the same program	0.00%	0
Level of credential offered	0.00%	0
Program admission requirements	7.14%	1
Program's connections to the discipline/sector	57.14%	8
Range of program resources and services	21.43%	3
Recommendations from family/friends	14.29%	2
Recommendations from professionals in the discipline/sector	0.00%	0
Reputation of instructors	14.29%	2
Reputation of program	7.14%	1
Small class size	50.00%	7
Success of program graduates	57.14%	8
Other (please specify)	7.14%	1
Total Respondents: 14		

#	OTHER (PLEASE SPECIFY)	DATE
1	Affordable cost of the program;	11/28/2018 10:24 PM

Q5 How important was each of the following in your decision to enroll in KPU's Technical Apparel program?

Answered: 14 Skipped: 1

	NOT AT ALL IMPORTANT	SLIGHTLY IMPORTANT	MODERATELY IMPORTANT	VERY IMPORTANT	ESSENTIAL	TOTAL	AVERAGE
Career prospects/earning potential	0.00% 0	8.33% 1	0.00% 0	33.33% 4	58.33% 7	12	4.42
Family/friends in the same program	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
Level of credential offered	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
Program admission requirements	0.00% 0	100.00% 1	0.00% 0	0.00% 0	0.00% 0	1	2.00
Program's connections to the discipline/sector	0.00% 0	0.00% 0	0.00% 0	37.50% 3	62.50% 5	8	4.63
Range of program resources and services	0.00% 0	0.00% 0	0.00% 0	33.33% 1	66.67% 2	3	4.67
Recommendations from family/friends	0.00% 0	50.00% 1	50.00% 1	0.00% 0	0.00% 0	2	2.50
Recommendations from professionals in the discipline/sector	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
Reputation of instructors	0.00% 0	0.00% 0	0.00% 0	100.00% 2	0.00% 0	2	4.00
Reputation of program	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Small class size	0.00% 0	42.86% 3	42.86% 3	14.29% 1	0.00% 0	7	2.71
Success of program graduates	0.00% 0	0.00% 0	0.00% 0	87.50% 7	12.50% 1	8	4.13
[Insert text from Other]	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00

In Q5, students only rated factors they indicated influenced their decision to attend in Q4.

Q6 Thinking of KPU's Technical Apparel program as a whole, how satisfied are you with the following?

Answered: 13 Skipped: 2

	VERY DISSATISFIED	SOMEWHAT DISSATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT SATISFIED	VERY SATISFIED	TOTAL	AVERAGE
Relevance of program curriculum to my career goals	0.00% 0	30.77% 4	7.69% 1	46.15% 6	15.38% 2	13	3.46
Prerequisites that prepare me for more advanced courses	7.69% 1	30.77% 4	23.08% 3	38.46% 5	0.00% 0	13	2.92
Level of ability required to succeed in the program	15.38% 2	23.08% 3	23.08% 3	38.46% 5	0.00% 0	13	2.85
Range of courses offered each term	23.08% 3	15.38% 2	15.38% 2	30.77% 4	15.38% 2	13	3.00
The preparation I am receiving to achieve the career I want	7.69% 1	15.38% 2	7.69% 1	53.85% 7	15.38% 2	13	3.54

Q7 How satisfied are you with the way KPU's Technical Apparel program is preparing you to do the following?

Answered: 13 Skipped: 2

	VERY DISSATISFIED	SOMEWHAT DISSATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT SATISFIED	VERY SATISFIED	TOTAL	AVERAGE
Understand and engage in user-centred design strategies	15.38% 2	0.00% 0	0.00% 0	38.46% 5	46.15% 6	13	4.00
Generate and evaluate iterative prototypes	7.69% 1	30.77% 4	23.08% 3	30.77% 4	7.69% 1	13	3.00
Plan and conduct design research	7.69% 1	0.00% 0	23.08% 3	46.15% 6	23.08% 3	13	3.77
Explain design process and outcomes	7.69% 1	15.38% 2	30.77% 4	30.77% 4	15.38% 2	13	3.31
Plan, conduct and justify testing methods for proof of concept (validation)	7.69% 1	0.00% 0	15.38% 2	46.15% 6	30.77% 4	13	3.92
Understand and engage with the local/global technical apparel industry and community	7.69% 1	15.38% 2	15.38% 2	46.15% 6	15.38% 2	13	3.46

Q8 How satisfied are you with the way KPU's Technical Apparel program is helping you develop the following skills?

Answered: 13 Skipped: 2

	VERY DISSATISFIED	SOMEWHAT DISSATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT SATISFIED	VERY SATISFIED	TOTAL	AVERAGE
Written communication	15.38% 2	0.00% 0	15.38% 2	30.77% 4	38.46% 5	13	3.77
Oral communication	7.69% 1	0.00% 0	0.00% 0	46.15% 6	46.15% 6	13	4.23
Group collaboration	7.69% 1	7.69% 1	53.85% 7	15.38% 2	15.38% 2	13	3.23
Critical analysis	7.69% 1	15.38% 2	23.08% 3	30.77% 4	23.08% 3	13	3.46
Problem resolution	7.69% 1	0.00% 0	30.77% 4	46.15% 6	15.38% 2	13	3.62
Learn on your own	15.38% 2	0.00% 0	15.38% 2	46.15% 6	23.08% 3	13	3.62
Reading and comprehension	7.69% 1	23.08% 3	46.15% 6	7.69% 1	15.38% 2	13	3.00

Q9 In your opinion, how important is it for the program to cover each of the following?

Answered: 13 Skipped: 2

	NOT AT ALL IMPORTANT	SLIGHTLY IMPORTANT	MODERATELY IMPORTANT	VERY IMPORTANT	ESSENTIAL	TOTAL	AVERAGE
Garment construction	0.00% 0	0.00% 0	15.38% 2	15.38% 2	69.23% 9	13	4.54
Pattern making	0.00% 0	7.69% 1	7.69% 1	30.77% 4	53.85% 7	13	4.31
Technical drawing	0.00% 0	0.00% 0	15.38% 2	23.08% 3	61.54% 8	13	4.46
Engineering testing	9.09% 1	9.09% 1	36.36% 4	27.27% 3	18.18% 2	11	3.36
Market testing/market analysis	7.69% 1	7.69% 1	23.08% 3	30.77% 4	30.77% 4	13	3.69
User testing/user experience	0.00% 0	0.00% 0	8.33% 1	41.67% 5	50.00% 6	12	4.42
Entrepreneurial skills (e.g. product launch, business planning, business startup)	23.08% 3	7.69% 1	30.77% 4	38.46% 5	0.00% 0	13	2.85
Functional design	0.00% 0	0.00% 0	0.00% 0	46.15% 6	53.85% 7	13	4.54

Q10 Overall, how satisfied are you with KPU's Technical Apparel program curriculum?

Answered: 13 Skipped: 2

ANSWER CHOICES	RESPONSES	
Very dissatisfied	23.08%	3
Somewhat dissatisfied	15.38%	2
Neither satisfied nor dissatisfied	15.38%	2
Somewhat satisfied	30.77%	4
Very satisfied	15.38%	2
TOTAL		13

Q11 Thinking of the program's curriculum as a whole, please highlight the following:

Answered: 13 Skipped: 2

ANSWER CHOICES	RESPONSES
Strengths	100.00% 13
Areas for improvement	100.00% 13
Content that is currently missing but should be covered	100.00% 13

#	STRENGTHS	DATE
1	The program exposes you to incredible instructors that have industry experience (or work in industry). They are able to teach from an informed position.	11/30/2018 9:10 AM
2	Faculty expertise and knowledge in the industry/subject matter	11/29/2018 11:39 PM
3	Front End Analysis, Hands on construction and design	11/29/2018 10:35 PM
4	Textiles class and first semester class	11/29/2018 9:56 PM
5	User testing	11/29/2018 10:33 AM
6	Knowledge of the teachers; relevance of the topics brought to class; the way the program is built facilitates group collaboration	11/28/2018 10:37 PM
7	Industry connections, excellent access to materials and machines. Capstone project in partnership with Maxport	11/23/2018 8:41 AM
8	Program is going in the right direction. At the end of the day it's what the student puts into the program in order to get the most out of the program.	11/22/2018 4:00 PM
9	Too many assignments, make students have no time to study text book or on class materials	11/22/2018 7:47 AM
10	Design thinking, hands on, business plans	11/21/2018 2:39 PM
11	Industry Connections.	11/15/2018 6:22 PM
12	specific to the market we are aiming, always challenging, good instructors with industry experience.	11/8/2018 10:08 AM
13	Diversity of students, exposure to wide range of industry	11/2/2018 12:54 AM

#	AREAS FOR IMPROVEMENT	DATE
1	The Textile class was extremely rushed. With so much content (& how important the material is) the course should be over two semesters, not one.	11/30/2018 9:10 AM
2	timelines are a bit cramped; textiles should be spread over 2 semesters	11/29/2018 11:39 PM
3	There needs to be a structured look at innovation	11/29/2018 10:35 PM
4		11/29/2018 9:56 PM
5	The courses that are taught	11/29/2018 10:33 AM
6	Some of the topics should be expanded, with more class hours and going more in depth, such as textiles technologies (the class is too short for the amount of content), quality control and quality assurance, technical drawing and tech packs, or materials testing.	11/28/2018 10:37 PM
7	Too much time spent on business planning and entrepreneurial idea. A majority of the students are not planning on starting their own business. I would like to see a greater emphasis on construction/prototyping skills and creating tech packs. Although the program is more focused on functional apparel, I think there should have been a greater emphasis on design. I think the program name may be misleading for many people. Very little time is spent on actual design work	11/23/2018 8:41 AM

Technical Apparel: Student Survey

8	Less time in lectures more time on doing. If it's a graduate program we should know how to do our own learning in the theory part, but the hands on involvement is sometimes lacking because there isn't much time to do the hands on portion with a teacher around. Class arrangements in the last semester seems a bit silly.....getting a lab to use but we spend our time in presentations rather than using the lab, seems unfair to other students who may want to use it. Lab time should only be used for self directed time and for when we have more lectures/presentations it should be classroom.	11/22/2018 4:00 PM
9	teachers should teach more details about how technical apparel knowledge and foundation knowledge of garment making principals	11/22/2018 7:47 AM
10	prep before maxport trip, finalized patterns tech packs etc should have been required before leaving, could learn more in time frame, less theory more practice	11/21/2018 2:39 PM
11	more structure and communication between faculty. Better/more informative marketing. More designing and exploring concepts with construction	11/15/2018 6:22 PM
12	more daily industry situations, understand more of roles there are to play.	11/8/2018 10:08 AM
13	More diveristy of teachers, LESS WRITING REPORTS, a computer course, tech pack course, pattern making course, technical drawing course, LESS REPORTS	11/2/2018 12:54 AM
#	CONTENT THAT IS CURRENTLY MISSING BUT SHOULD BE COVERED	DATE
1	More time on pattern making and garment construction.	11/30/2018 9:10 AM
2	a little more detail about other areas of the supply chain: buying, product commercialization (doesn't need to be an additional course per say, but maybe some guest speakers that hold those roles)	11/29/2018 11:39 PM
3	Industry standards for textile development and costing.	11/29/2018 10:35 PM
4	adobe illustrator!!!!!! history of technical apparel and be taught about different pieces of technical apparel	11/29/2018 9:56 PM
5	Pattern making, technical drawing and construction	11/29/2018 10:33 AM
6	I think all the relevant content is somehow listed, but not always covered in depth enough, as mentioned on my previous answer.	11/28/2018 10:37 PM
7	Greater focus on prototyping/construction and design, not just function, and creating tech packs	11/23/2018 8:41 AM
8	How to draw flats, how to use illustrator on a basic level, how to grade or change patterns, design principles, how to give actual criticism to other classmates without them being rude, or it not being accepted by the recipient	11/22/2018 4:00 PM
9	more basic knowledge about each steps of design concept	11/22/2018 7:47 AM
10	Analyzing current apparel so you know what exists and how it is made, pattern making, computer programs that are essential to industry,	11/21/2018 2:39 PM
11	summer internship, industry lead design projects/competition for students. Material Development.	11/15/2018 6:22 PM
12	have some experience with industry programs e.g. Adobe package	11/8/2018 10:08 AM
13	Pattern making, sketching, SPEC PACK, BOM, POM, measurement, sewing, construction,	11/2/2018 12:54 AM

Q12 Thinking of how the program is delivered, how satisfied are you with the following?

Answered: 13 Skipped: 2

	VERY DISSATISFIED	SOMEWHAT DISSATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT SATISFIED	VERY SATISFIED	TOTAL	AVERAGE
The mode (classroom, lab, online, etc. used to deliver the program)	0.00% 0	23.08% 3	7.69% 1	38.46% 5	30.77% 4	13	3.77
My instructors' ability to accommodate diverse learning styles	0.00% 0	30.77% 4	38.46% 5	15.38% 2	15.38% 2	13	3.15
Opportunities for experiential learning (i.e. learning by doing and reflecting)	7.69% 1	23.08% 3	0.00% 0	53.85% 7	15.38% 2	13	3.46
Processes for ensuring students' emotional and physical safety in the learning environment	7.69% 1	7.69% 1	30.77% 4	23.08% 3	30.77% 4	13	3.62

Q13 Thinking of how learning is assessed in the program as a whole, how satisfied are you with the following?

Answered: 13 Skipped: 2

	VERY DISSATISFIED	SOMEWHAT DISSATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT SATISFIED	VERY SATISFIED	TOTAL	AVERAGE
The clarity of the information I receive on how I will be evaluated	7.69% 1	38.46% 5	23.08% 3	30.77% 4	0.00% 0	13	2.77
The range of assessments that let me demonstrate what I have learned	0.00% 0	23.08% 3	38.46% 5	23.08% 3	15.38% 2	13	3.31
The consistency of assessment standards throughout the program	15.38% 2	30.77% 4	38.46% 5	15.38% 2	0.00% 0	13	2.54
The feedback my instructors provide	0.00% 0	23.08% 3	30.77% 4	38.46% 5	7.69% 1	13	3.31

Q14 How useful do you find the following types of feedback?

Answered: 13 Skipped: 2

	NOT APPLICABLE	NOT AT ALL USEFUL	SLIGHTLY USEFUL	SOMEWHAT USEFUL	VERY USEFUL	EXTREMELY USEFUL	TOTAL	AVERAGE
Panel reviews	0.00% 0	0.00% 0	15.38% 2	23.08% 3	38.46% 5	23.08% 3	13	4.69
Oral critiques	0.00% 0	0.00% 0	23.08% 3	15.38% 2	15.38% 2	46.15% 6	13	4.85
Rubrics	0.00% 0	15.38% 2	23.08% 3	23.08% 3	15.38% 2	23.08% 3	13	4.08
Written feedback	0.00% 0	0.00% 0	7.69% 1	15.38% 2	38.46% 5	38.46% 5	13	5.08

Q15 Thinking of KPU's Technical Apparel program as a whole, how satisfied are you with the following?

Answered: 13 Skipped: 2

	VERY DISSATISFIED	SOMEWHAT DISSATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT SATISFIED	VERY SATISFIED	TOTAL	AVERAGE
Frequency with which course prerequisites are offered	15.38% 2	15.38% 2	46.15% 6	23.08% 3	0.00% 0	13	2.77
Availability of the courses I need to complete the program in a timely manner	0.00% 0	7.69% 1	69.23% 9	15.38% 2	7.69% 1	13	3.23

Q16 Thinking of the instruction you have received throughout the program, how satisfied are you with the following?

Answered: 13 Skipped: 2

	VERY DISSATISFIED	SOMEWHAT DISSATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT SATISFIED	VERY SATISFIED	TOTAL	AVERAGE
My instructors' presentation of course material	7.69% 1	15.38% 2	15.38% 2	61.54% 8	0.00% 0	13	3.31
My instructors' level of information about current developments in the discipline/sector	0.00% 0	15.38% 2	15.38% 2	30.77% 4	38.46% 5	13	3.92

Q17 Overall, how satisfied are you with the instruction you have received in KPU's Technical Apparel program?

Answered: 13 Skipped: 2

ANSWER CHOICES	RESPONSES	
Very dissatisfied	0.00%	0
Somewhat dissatisfied	15.38%	2
Neither satisfied nor dissatisfied	23.08%	3
Somewhat satisfied	46.15%	6
Very satisfied	15.38%	2
TOTAL		13

Q18 Thinking of how instruction is delivered across the program as a whole, please highlight the following:

Answered: 12 Skipped: 3

ANSWER CHOICES	RESPONSES	
Strengths	75.00%	9
Areas for improvement	91.67%	11

#	STRENGTHS	DATE
1	Most of my instructors are incredibly supportive and provide essential information and assignments that push my skills and help me learn essential industry skills.	11/30/2018 9:15 AM
2	Hands on construction of prototypes.	11/29/2018 10:39 PM
3	subject matter was good	11/29/2018 10:00 PM
4	Teachers are very knowledgeable, well connected to the industry and usually concerned about our development as students and future professionals	11/28/2018 10:47 PM
5	Instructors were very knowledgeable of their subjects	11/23/2018 8:49 AM
6	too many assignments, presentations, journal paper writing, the presentation are using too much classroom time, instructor should use more time to teach basic principles. lots of reports journal writing, make students have no time to go through text book and class materials.	11/22/2018 8:04 AM
7	individual learning,	11/21/2018 2:42 PM
8	all instructors have different styles making the process very dynamic	11/8/2018 10:13 AM
9	Some are really clear, while others are just making a number from their head	11/2/2018 12:56 AM

#	AREAS FOR IMPROVEMENT	DATE
1	Some instructors had no (or little) information on their goals for the semester or their assessment schedule. This was frustrating. Even when tested, no feedback was provided (in some cases) so I was still unsure of how I was performing in the class.	11/30/2018 9:15 AM
2	earlier eval/testing/feedback giving opportunity to course correct	11/29/2018 11:44 PM
3	More focus on what the process within the industry looks like for the areas of study.	11/29/2018 10:39 PM
4	delivery was bad and disorganized	11/29/2018 10:00 PM
5	Lack of communication from the coordinators to faculty	11/29/2018 10:36 AM
6	Some of the classes are not well structured and organized, so it takes more time to understand the path to achieve the goals set. We end up losing valuable time with assignments that turn out to not be so important to the program objective, while in some other classes we didn't have assignments enough to keep track of our development as students	11/28/2018 10:47 PM
7	Need more class time, class often felt disjointed (people would sometimes leave class early because we were not learning anything new), there was often overlap between classes. We were given the same assignment by different instructors multiple times. There needs to be better communication between instructors within the program to ensure course content doesn't overlap	11/23/2018 8:49 AM
8	Communicate with each other and stop going over the same things as each other. Referencing each other is great, shows how one class is connected to another and an opportunity for the information to stick in our heads, but repeating it class to class and term to term is annoying when there is so much to cover.	11/22/2018 4:13 PM
9	i chatted with other years students, they are not really satisfied neither	11/22/2018 8:04 AM
10	bought textbooks and didn't use, lectures didn't learn much	11/21/2018 2:42 PM
11	Rubric of expectations	11/2/2018 12:56 AM

Q19 How satisfied are you with the following as they apply to KPU's Technical Apparel program?

Answered: 13 Skipped: 2

	VERY DISSATISFIED	SOMEWHAT DISSATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT SATISFIED	VERY SATISFIED	TOTAL	AVERAGE
Availability of required texts and supplies at the KPU bookstore	0.00% 0	0.00% 0	23.08% 3	38.46% 5	38.46% 5	13	4.15
Classroom space	0.00% 0	7.69% 1	15.38% 2	15.38% 2	61.54% 8	13	4.31
Lab/computer space	7.69% 1	0.00% 0	23.08% 3	15.38% 2	53.85% 7	13	4.08
Learning Centre	0.00% 0	0.00% 0	61.54% 8	7.69% 1	30.77% 4	13	3.69
Places for students to do group or individual work	0.00% 0	15.38% 2	15.38% 2	23.08% 3	46.15% 6	13	4.00
Support services for students (e.g., advising, student services, counseling, financial, career services)	7.69% 1	7.69% 1	53.85% 7	7.69% 1	23.08% 3	13	3.31
Technical equipment	0.00% 0	0.00% 0	0.00% 0	46.15% 6	53.85% 7	13	4.54

Q20 How satisfied are you with the following library resources as they apply to KPU's Technical Apparel program?

Answered: 13 Skipped: 2

	VERY DISSATISFIED	SOMEWHAT DISSATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT SATISFIED	VERY SATISFIED	TOTAL	AVERAGE
Availability of audio-visual and computer equipment	0.00% 0	0.00% 0	38.46% 5	23.08% 3	38.46% 5	13	4.00
Books	0.00% 0	0.00% 0	38.46% 5	23.08% 3	38.46% 5	13	4.00
DVDs/streaming video on program-related topics	0.00% 0	0.00% 0	61.54% 8	7.69% 1	30.77% 4	13	3.69
eBooks	0.00% 0	0.00% 0	61.54% 8	7.69% 1	30.77% 4	13	3.69
Librarian support for program-related research	0.00% 0	0.00% 0	30.77% 4	23.08% 3	46.15% 6	13	4.15
Library orientation	0.00% 0	0.00% 0	23.08% 3	23.08% 3	53.85% 7	13	4.31
Online resources - journal articles, etc.	0.00% 0	0.00% 0	23.08% 3	23.08% 3	53.85% 7	13	4.31
Print periodicals, journals, etc.	0.00% 0	0.00% 0	30.77% 4	23.08% 3	46.15% 6	13	4.15
Study guides	0.00% 0	0.00% 0	53.85% 7	23.08% 3	23.08% 3	13	3.69

Q21 How satisfied are you with the resources, services and facilities offered through KPU's Technical Apparel program?

Answered: 13 Skipped: 2

ANSWER CHOICES	RESPONSES	
Very dissatisfied	0.00%	0
Somewhat dissatisfied	7.69%	1
Neither satisfied nor dissatisfied	0.00%	0
Somewhat satisfied	53.85%	7
Very satisfied	38.46%	5
TOTAL		13

Q22 Thinking of the program's resources, services and facilities, please highlight the following:

Answered: 12 Skipped: 3

ANSWER CHOICES	RESPONSES	
Strengths	91.67%	11
Areas for improvement	100.00%	12

#	STRENGTHS	DATE
1	The facilities and access to equipment is amazing. It is extremely useful to have the labs open on the weekend.	11/30/2018 9:18 AM
2	great access to materials, resources, info, state of the art facility and great machines	11/29/2018 11:47 PM
3	Amazing facility. resources provided are exceptional.	11/29/2018 10:41 PM
4	facilities are awesome	11/29/2018 10:02 PM
5	Labs and classes are spacious, well designed and equipped	11/28/2018 10:53 PM
6	great equipment/materials/facilities	11/23/2018 8:53 AM
7	Materials	11/22/2018 4:15 PM
8	good	11/22/2018 8:06 AM
9	beautiful new building	11/21/2018 2:44 PM
10	Complete labs	11/8/2018 10:15 AM
11	We have one person.	11/2/2018 12:57 AM

#	AREAS FOR IMPROVEMENT	DATE
1	During 'exam/final project' time, I think that there should be 'exam' hours which would allow for the labs to stay open for longer.	11/30/2018 9:18 AM
2	Some more clarity on KPU related admin details would be nice other than just relying on website (medical plans, upass, student benefits, opt outs, etc.)	11/29/2018 11:47 PM
3	longer lab hours / more consistent hours	11/29/2018 10:41 PM
4	the labs always being threatened to shut down is ridiculous, fashion students taking our technical fabrics and waterproof zippers.	11/29/2018 10:02 PM
5	Lack of classroom space and time slots for this program	11/29/2018 10:38 AM
6	Since consumable materials are shared through all the programs, we run out relatively quick of some critical materials to the Tech Apparel program, such as waterproof zippers and options for seam tape. About services, the cafeteria hours of operation is not good at all, as well as the food options are very limited. I usually end up leaving the campus for food and losing valuable time in the labs.	11/28/2018 10:53 PM
7	There needs to be a system to manage material. Students waste/horde unique material.	11/23/2018 8:53 AM
8	Organization of said materials	11/22/2018 4:15 PM
9	good	11/22/2018 8:06 AM
10	There should be a DETA specific cupboard for technical fabrics and notions, fighting with fashion students over materials during capstone semester should happen	11/21/2018 2:44 PM
11	Access to creative systems (like adobe)	11/8/2018 10:15 AM
12	Get more people	11/2/2018 12:57 AM

Q23 If KPU were to offer a Master's in Technical Apparel, how likely would you be to enroll?

Answered: 13 Skipped: 2

ANSWER CHOICES	RESPONSES	
Very unlikely	15.38%	2
Somewhat unlikely	15.38%	2
Neither likely nor unlikely	7.69%	1
Somewhat likely	23.08%	3
Very likely	38.46%	5
TOTAL		13

Q24 Please provide a reason for why you would be unlikely to enroll in a Master's in Technical Apparel at KPU.

Answered: 4 Skipped: 11

#	RESPONSES	DATE
1	I felt I was not treated with respect and was wrongly accused in certain situations by KPU staff. I learnt some great skills from the faculty who taught me (They were supportive and caring!) but I wouldn't enroll and wouldn't recommend this course to students even international	11/29/2018 10:44 AM
2	Quality of instruction and course content does not seem academically rigorous enough to be worth the time/money. If I can find a job immediately after the current program is done then I don't see a need for a master's program	11/23/2018 8:56 AM
3	Better instructors are important for a successful program. students need more knowledge for tech apparel design to reach master degree.	11/22/2018 8:09 AM
4	I already spent A LOT of money on this program	11/21/2018 2:45 PM

Q24 only asked to those who indicated they would be "somewhat unlikely" or "extremely unlikely" to enroll in a Master's in Technical Apparel.

Q25 If KPU had offered both a Master's AND the post-baccalaureate program, which one would you have chosen?

Answered: 12 Skipped: 3

ANSWER CHOICES	RESPONSES	
Master's in Technical Apparel	83.33%	10
Post-Baccalaureate in Technical Apparel	16.67%	2
TOTAL		12

Q26 How likely would you be to recommend the current post-baccalaureate program to others?

Answered: 13 Skipped: 2

ANSWER CHOICES	RESPONSES	
Very unlikely	23.08%	3
Somewhat unlikely	7.69%	1
Neither likely nor unlikely	15.38%	2
Somewhat likely	23.08%	3
Very likely	30.77%	4
TOTAL		13

Q27 Please provide a reason for why you are unlikely to recommend the post-baccalaureate program to others.

Answered: 4 Skipped: 11

#	RESPONSES	DATE
1	Please refer to my last comments. To add the course seemed to be very unorganised which is disappointing.	11/29/2018 10:45 AM
2	Don't know should I continue, then why recommend others?	11/22/2018 8:11 AM
3	It would depend on the person and their interest, mostly the cost	11/21/2018 2:46 PM
4	There is no clear outline of the courses and the skills we will be learning. We learn ALOT 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 a entry-level design assistant or development assistant jobs not mid-level designer or management.	11/2/2018 12:59 AM

Q27 only asked to those who indicated they would be "somewhat unlikely" or "extremely unlikely" to recommend the post-baccalaureate program to others.

Q28 In general, how satisfied are you with your experience in KPU's Technical Apparel program?

Answered: 13 Skipped: 2

ANSWER CHOICES	RESPONSES	
Very dissatisfied	0.00%	0
Somewhat dissatisfied	23.08%	3
Neither satisfied nor dissatisfied	7.69%	1
Somewhat satisfied	46.15%	6
Very satisfied	23.08%	3
TOTAL		13

Q29 Thinking of the program as a whole, please highlight the following:

Answered: 12 Skipped: 3

ANSWER CHOICES	RESPONSES	
Strengths	83.33%	10
Areas for improvement	100.00%	12

#	STRENGTHS	DATE
1	I know that the information and the experience that I am getting in my classes will help me a lot when I enter the work force.	11/30/2018 9:19 AM
2	access to facilities and resources, expertise of faculty, interesting projects	11/29/2018 11:50 PM
3	connection with the industry, knowledge of the teachers, resources	11/29/2018 10:44 PM
4	Vietnam trip! textiles class	11/29/2018 10:03 PM
5	The program is very closely connected to the industry and the teachers are very knowledgeable. The time and cost play an important role when choosing this program.	11/28/2018 11:01 PM
6	Learned a lot and had a lot of fun.	11/22/2018 4:16 PM
7	Interesting study area, that is why students apply.	11/22/2018 8:14 AM
8	the kwantlen name helps get you interviews	11/21/2018 2:47 PM
9	immersive, specific and challenging	11/8/2018 10:16 AM
10	Exposure to industry, site visits, guest speakers, construction experience	11/2/2018 1:00 AM

#	AREAS FOR IMPROVEMENT	DATE
1	The Textile class needs major improvements.	11/30/2018 9:19 AM
2	content a bit too condensed for 1 semester to pull real learning out of, will be challenging if you want to specialize	11/29/2018 11:50 PM
3	specific marking criteria in certain courses	11/29/2018 10:44 PM
4	more technical apparel related course material and too much overlapping of subject mater between classes	11/29/2018 10:03 PM
5	The whole program	11/29/2018 10:46 AM
6	Because of the volume of the content, some topics are not covered in depth enough, or are passed by very quickly. Classes such as Textile Technology and Advances in Apparel Production could easily be done in two semesters or with the double of hours-class.	11/28/2018 11:01 PM
7	I think I got a lot out of the program only because I put in A LOT of my own time outside of school to learn new skills.	11/23/2018 8:58 AM
8	Again, instructors need to open up communication and class criteria amongst each other	11/22/2018 4:16 PM
9	More basic knowledge need to be offered	11/22/2018 8:14 AM
10	Skills that a fashion student doesn't have	11/21/2018 2:47 PM
11	industry systems	11/8/2018 10:16 AM
12	More iterations. More feedback to improve.	11/2/2018 1:00 AM

TECHNICAL APPAREL ALUMNI SURVEY

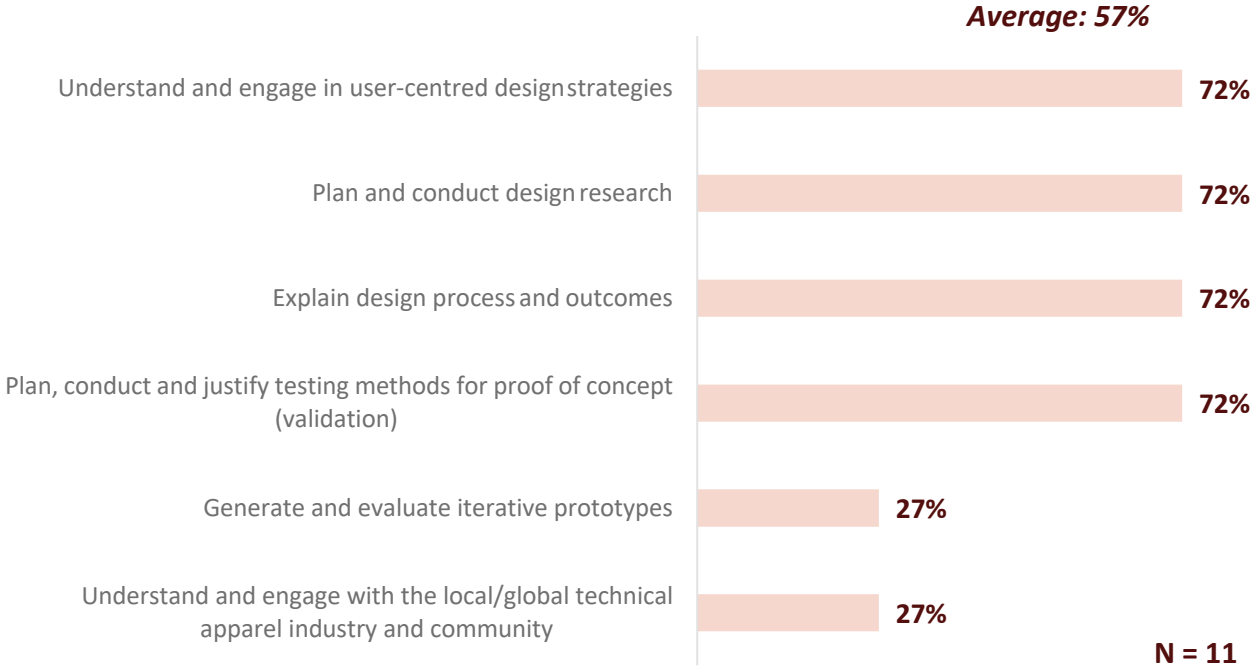
INTRODUCTION

In **November 2018**, the alumni survey was administered to **11/22** Technical Apparel alumni, for a **50%** response rate.

Key findings are presented in the following pages and organized by Self-Study Report chapter.

CHAPTER 3 – QUALITY OF CURRICULUM DESIGN

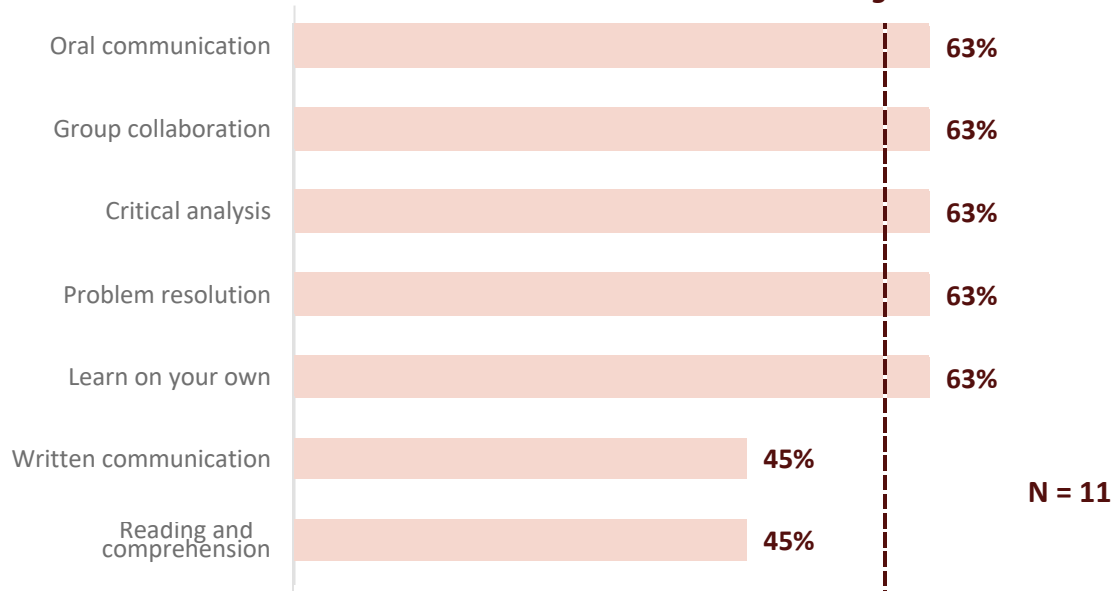
Q2. How satisfied are you with how KPU’s Technical Apparel program prepared you to do the following?
(% Somewhat or Very Satisfied)



Q3. How Satisfied are you with how KPU's Technical Apparel program helped you develop the following essential skills?

(% Somewhat or Very Satisfied)

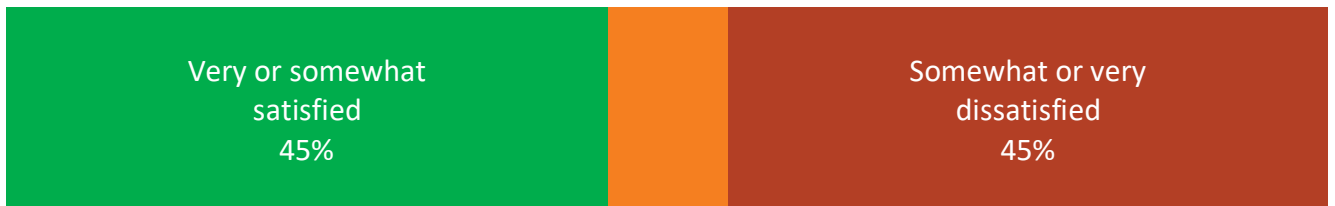
Average: 58%



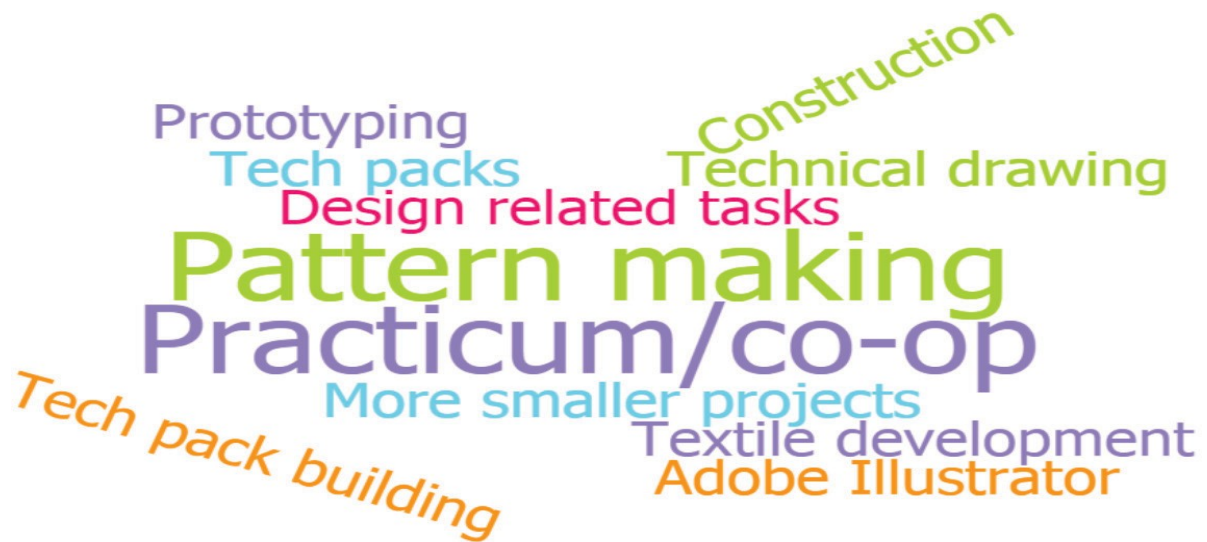
Q7. Overall, how satisfied were you with how the program prepared you for work and/or further education?

N = 11

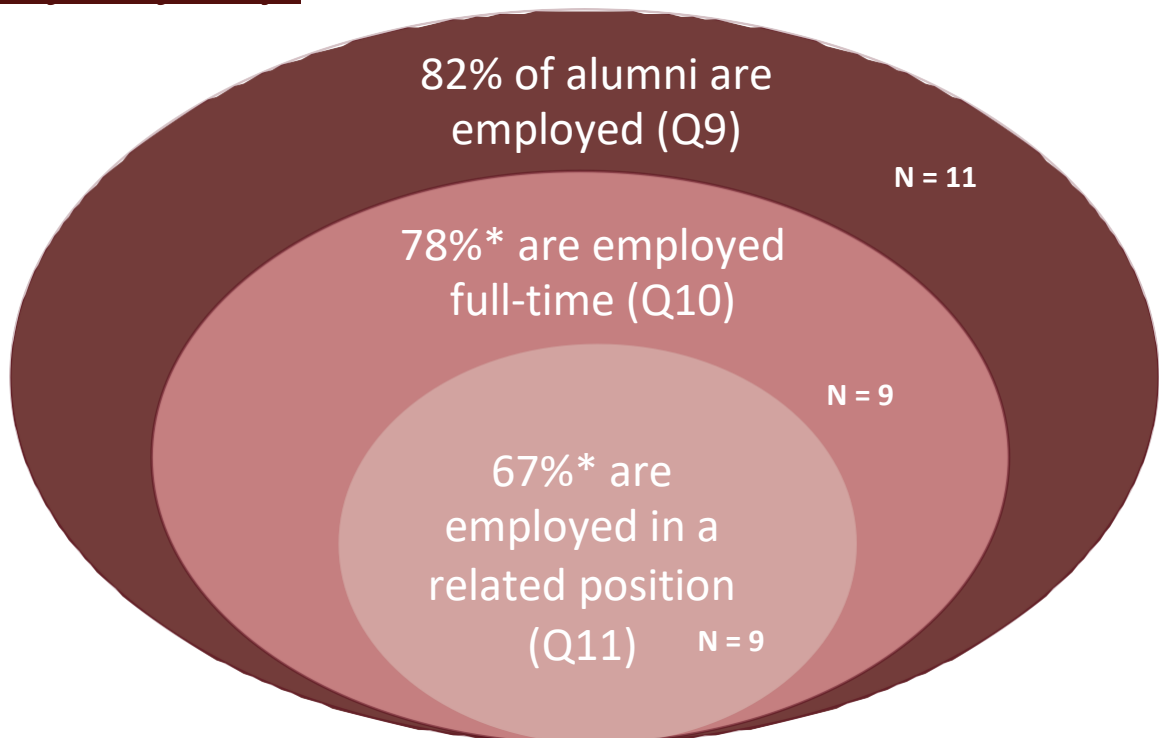
Neither satisfied or
dissatisfied 9%



Q5. 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.



(Q9) Are you currently employed? (Q10) Which of the following best describes your employment situation? (Q11) Since graduation from KPU's Technical Apparel program, have you had any positions related to your field of study?



*Percentages reported for Q10 and Q11 refer to the percent of employed alumni, as Q10-15 were only asked to alumni who indicated they were employed in Q9.

(Q12) In which of the following sectors are you currently employed?
(Q16) Have you pursued further education since completing KPU's Technical Apparel program?

78% of alumni were employed in outdoor apparel (Q12)

N = 9

9% of alumni have taken further education since graduating (Q16)

N = 11

(Q21) If KPU were to offer a Master's in Technical Apparel for which you would receive credit for the post-baccalaureate courses you have already completed, how likely would you be to enroll? (Q23) If KPU had offered both a Master's AND the post-baccalaureate program, which one would you have chosen?

45% of alumni would enroll in a Master's in Technical Apparel at KPU (Q21)

100% of alumni would have chosen a Master's in Technical Apparel over the Post-Bacc (Q23)



Q1 When did you complete the Technical Apparel program?

Answered: 11 Skipped: 0

ANSWER CHOICES	RESPONSES	
2018	0.00%	0
2017	27.27%	3
2016	18.18%	2
2015	27.27%	3
2014	27.27%	3
TOTAL		11

Q2 How satisfied are you with how KPU's Technical Apparel program prepared you to do the following?

Answered: 11 Skipped: 0

	VERY DISSATISFIED	SOMEWHAT DISSATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT SATISFIED	VERY SATISFIED	TOTAL	AVERAGE
Understand and engage in user-centred design strategies	0.00% 0	9.09% 1	18.18% 2	45.45% 5	27.27% 3	11	3.91
Generate and evaluate iterative prototypes	18.18% 2	45.45% 5	9.09% 1	18.18% 2	9.09% 1	11	2.55
Plan and conduct design research	0.00% 0	0.00% 0	27.27% 3	36.36% 4	36.36% 4	11	4.09
Explain design process and outcomes	0.00% 0	18.18% 2	9.09% 1	45.45% 5	27.27% 3	11	3.82
Plan, conduct and justify testing methods for proof of concept (validation)	0.00% 0	18.18% 2	9.09% 1	45.45% 5	27.27% 3	11	3.82
Understand and engage with the local/global technical apparel industry and community	18.18% 2	18.18% 2	36.36% 4	27.27% 3	0.00% 0	11	2.73

Q3 How satisfied are you with how KPU's Technical Apparel program helped you develop the following essential skills?

Answered: 11 Skipped: 0

	VERY DISSATISFIED	SOMEWHAT DISSATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT SATISFIED	VERY SATISFIED	TOTAL	AVERAGE
Written communication	0.00% 0	18.18% 2	36.36% 4	27.27% 3	18.18% 2	11	3.45
Oral communication	0.00% 0	18.18% 2	18.18% 2	36.36% 4	27.27% 3	11	3.73
Group collaboration	0.00% 0	18.18% 2	18.18% 2	36.36% 4	27.27% 3	11	3.73
Critical analysis	0.00% 0	18.18% 2	18.18% 2	45.45% 5	18.18% 2	11	3.64
Problem resolution	0.00% 0	9.09% 1	27.27% 3	45.45% 5	18.18% 2	11	3.73
Learn on your own	0.00% 0	0.00% 0	36.36% 4	36.36% 4	27.27% 3	11	3.91
Reading and comprehension	0.00% 0	18.18% 2	36.36% 4	27.27% 3	18.18% 2	11	3.45

Q4 In your opinion, how important is it for the program to cover each of the following?

Answered: 11 Skipped: 0

	NOT AT ALL IMPORTANT	SLIGHTLY IMPORTANT	MODERATELY IMPORTANT	VERY IMPORTANT	ESSENTIAL	TOTAL	AVERAGE
Garment construction	0.00% 0	0.00% 0	0.00% 0	27.27% 3	72.73% 8	11	4.73
Pattern making	0.00% 0	18.18% 2	0.00% 0	45.45% 5	36.36% 4	11	4.00
Technical drawing	0.00% 0	0.00% 0	9.09% 1	36.36% 4	54.55% 6	11	4.45
Engineering testing	0.00% 0	18.18% 2	18.18% 2	45.45% 5	18.18% 2	11	3.64
Market testing/market analysis	9.09% 1	9.09% 1	18.18% 2	27.27% 3	36.36% 4	11	3.73
User testing/user experience	0.00% 0	0.00% 0	18.18% 2	36.36% 4	45.45% 5	11	4.27
Entrepreneurial skills (e.g. product launch, business planning, business startup)	9.09% 1	18.18% 2	36.36% 4	18.18% 2	18.18% 2	11	3.18
Functional design	0.00% 0	0.00% 0	9.09% 1	27.27% 3	63.64% 7	11	4.55

Q5 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.

Answered: 9 Skipped: 2

#	RESPONSES	DATE
1	For design and development positions in the industry we need more construction and tech pack building experience during the course. These are skills that are essential once in the industry. It would be great to take some key classes from the undergraduate fashion/product design program and integrate them into the DETA program. Replace Global business strategies with more hands on construction instruction such as the studio course in PD or the production course from the fashion program. Adding in a core class to the capstone semester such as a tech pack building/technical drawing class would allow us to build industry standard techpacks for our final projects while learning as we go. The off shore experience trip to Asia was very valuable.	11/29/2018 5:40 PM
2	Practicum placement at a local company	11/28/2018 9:02 PM
3	More smaller projects/exercises to gain experience in designing for different product areas and with more materials	11/22/2018 7:23 AM
4	deep dive into textile development. pattern making & more prototyping	11/14/2018 10:05 AM
5	I would have liked more of actual design related tasks.	11/14/2018 4:35 AM
6	Adobe Illustrator	11/8/2018 7:49 PM
7	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).	11/8/2018 1:39 PM
8	Pattern making Preparing full Tech packs	11/8/2018 1:27 PM
9	Basic pattern making. Now, working in industry, I'll have to go back to school for that because it's embarrassing that I don't have that skill.	11/8/2018 9:05 AM

Q6 Thinking of the Technical Apparel program as a whole, to what extent would you agree with the following?

Answered: 11 Skipped: 0

	STRONGLY DISAGREE	SOMEWHAT DISAGREE	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT AGREE	STRONGLY AGREE	TOTAL	AVERAGE
The program prepared me for the career I wanted	18.18% 2	36.36% 4	0.00% 0	45.45% 5	0.00% 0	11	2.73
The program prepared me for further education	18.18% 2	27.27% 3	18.18% 2	18.18% 2	18.18% 2	11	2.91
The time I invested in my Technical Apparel education was well spent	0.00% 0	36.36% 4	0.00% 0	45.45% 5	18.18% 2	11	3.45
The money I invested in my Technical Apparel education was well spent	27.27% 3	18.18% 2	9.09% 1	36.36% 4	9.09% 1	11	2.82
My grad show was a valuable experience	27.27% 3	18.18% 2	9.09% 1	36.36% 4	9.09% 1	11	2.82
The program provided me with opportunities for experiential learning (i.e. learning by doing and reflecting)	9.09% 1	0.00% 0	27.27% 3	45.45% 5	18.18% 2	11	3.64
I would recommend this program to others	0.00% 0	36.36% 4	27.27% 3	36.36% 4	0.00% 0	11	3.00
The program provided me with opportunities to develop connections with industry/potential employers	27.27% 3	27.27% 3	18.18% 2	27.27% 3	0.00% 0	11	2.45

Q7 Overall, how satisfied were you with how the program prepared you for work and/or further education?

Answered: 11 Skipped: 0

ANSWER CHOICES	RESPONSES	
Very dissatisfied	18.18%	2
Somewhat dissatisfied	27.27%	3
Neither satisfied nor dissatisfied	9.09%	1
Somewhat satisfied	45.45%	5
Very satisfied	0.00%	0
TOTAL		11

Q8 Thinking of KPU's Technical Apparel program as a whole, please highlight the following:

Answered: 10 Skipped: 1

ANSWER CHOICES	RESPONSES	
Program strengths	100.00%	10
Areas for improvement	100.00%	10

#	PROGRAM STRENGTHS	DATE
1	technical apparel specific, close to local brands and potential employees, great off-shore experience in asia, great field/product testing and validating of design exposure, great equipment.	11/29/2018 5:44 PM
2	International travel to factory overseas	11/28/2018 9:04 PM
3	Strong focus on research to inform design, collaborative experience with students and faculty from mutlidisciplinary backgrounds, exposure to factory experience & tours of local companies.	11/22/2018 7:32 AM
4	full immersion into strategic problem solving and iterative prototyping. exposure to industry specialists.	11/14/2018 10:13 AM
5	Our trip to Vietnam was the single most valuable weeks of the whole program. Our UX and Textile profs were excellent.	11/14/2018 4:39 AM
6	Access to facilities and some great instructors	11/8/2018 7:52 PM
7	UX, Human Factors, Global Business, Raw Materials & Textiles, Testing & QC Methods and Standards	11/8/2018 1:50 PM
8	Some instructors were very valuable	11/8/2018 1:30 PM
9	access to materials and machinery.	11/8/2018 9:30 AM
10	User centred design, design research, iterative design	11/8/2018 9:10 AM

#	AREAS FOR IMPROVEMENT	DATE
1	Needs to balance theory and practical, currently too much theory, needs more practical skills. Construction and technical drawing skills are essential for positions in the industry, Build on technical textile course (which was an amazing course in semester 1)	11/29/2018 5:44 PM
2	Hands on experience with a local company	11/28/2018 9:04 PM
3	More hard skills as a basis for design (technical drawing, construction, sewing, tech packs). Research is extremely important, but more emphasis on research through prototyping/trial and error would have been helpful in creating more iterations to push designs further.	11/22/2018 7:32 AM
4	too heavy a focus on user testing. needed more opportunities for smaller prototyping projects to develop/refine sewing fundamentals	11/14/2018 10:13 AM
5	Narrow down the focus. I thought the program was going to be focused on design and innovation, and maybe development. To cover everything in a short year isn't feasible or time well spent.	11/14/2018 4:39 AM
6	Not enough focus on design	11/8/2018 7:52 PM
7	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.	11/8/2018 1:50 PM
8	A focus of what you are when you come out	11/8/2018 1:30 PM
9	instructors, assignments.	11/8/2018 9:30 AM

Technical Apparel Design: Alumni Survey

10 More opportunities to make stuff, random stuff. Be more hands-on in that aspect. Arrange internships in the industry throughout the course would have been a very effective way of putting students in contact with industry partners.

11/8/2018 9:10 AM

Q9 Are you currently employed?

Answered: 11 Skipped: 0

ANSWER CHOICES	RESPONSES	
Yes	81.82%	9
No	18.18%	2
TOTAL		11

Q10 Which of the following best describes your current employment situation?

Answered: 9 Skipped: 2

ANSWER CHOICES	RESPONSES	
In a full-time regular position	77.78%	7
In a part-time regular position	11.11%	1
In a contract position	11.11%	1
In a casual or temporary position	0.00%	0
TOTAL		9

Asked only to those who said they were employed in Q9.

Q11 Since graduation from KPU's Technical Apparel program, have you had any positions related to your field of study?

Answered: 9 Skipped: 2

ANSWER CHOICES	RESPONSES	
Yes	66.67%	6
No	33.33%	3
TOTAL		9

Asked only to those who said they were employed in Q9.

Q12 In which of the following sectors are you currently employed? Please check all that apply.

Answered: 9 Skipped: 2

ANSWER CHOICES	RESPONSES	
Athletic/performance apparel	44.44%	4
Design	44.44%	4
General Apparel	11.11%	1
Marketing	22.22%	2
Materials and textiles	22.22%	2
Occupational/Safety	11.11%	1
Outdoor apparel	77.78%	7
Product evaluation and testing	22.22%	2
Production	11.11%	1
QA/QC	0.00%	0
Research and Development	44.44%	4
Retail	11.11%	1
Urban/athleisure	22.22%	2
Other (please specify)	22.22%	2
Total Respondents: 9		

#	OTHER (PLEASE SPECIFY)	DATE
1	Promotional product sales and account management	11/8/2018 9:56 AM
2	Product development	11/8/2018 9:11 AM

Asked only to those who said they were employed in Q9.

Q13 What is your current position?

Answered: 8 Skipped: 3

#	RESPONSES	DATE
1	Materials Development Coordinator	11/29/2018 5:45 PM
2	Design assistant, freelance designer and r&d/designer	11/22/2018 7:36 AM
3	Product Technician	11/14/2018 4:41 AM
4	Colour Designer I	11/8/2018 7:53 PM
5	Marketing manager	11/8/2018 1:32 PM
6	Account manager	11/8/2018 9:56 AM
7	Designer	11/8/2018 9:31 AM
8	Development Assistant	11/8/2018 9:12 AM

Asked only to those who said they were employed in Q9.

Q14 Could you specify the organization where you are currently employed? This information will help us better determine KPU graduates' career trajectories.

Answered: 7 Skipped: 4

#	RESPONSES	DATE
1	Arc'teryx	11/29/2018 5:45 PM
2	Nachtigall Exploration, Emergco Aerospace and self employed	11/22/2018 7:36 AM
3	Norrøna Sport AS	11/14/2018 4:41 AM
4	Arc'teryx	11/8/2018 7:53 PM
5	Online Shop for niche markets	11/8/2018 1:32 PM
6	Fairware	11/8/2018 9:56 AM
7	Arc'teryx	11/8/2018 9:12 AM

Asked only to those who said they were employed in Q9.

Q15 Where is the organization located? Please select all that apply.

Answered: 8 Skipped: 3

ANSWER CHOICES	RESPONSES	
Abbotsford/ Mission/Chilliwack	0.00%	0
Burnaby/New Westminster	0.00%	0
Coquitlam/Port Coquitlam/Port Moody	0.00%	0
Delta (North Delta, Ladner, Tsawwassen)	0.00%	0
Langley/Aldergrove	0.00%	0
North Vancouver/West Vancouver	50.00%	4
Pitt Meadows/Maple Ridge	0.00%	0
Richmond	0.00%	0
Surrey/South Surrey/ Cloverdale/White Rock	0.00%	0
Vancouver	37.50%	3
Outside the Lower Mainland. Please specify where.	25.00%	2
Total Respondents: 8		

#	OUTSIDE THE LOWER MAINLAND. PLEASE SPECIFY WHERE.	DATE
1	Oslo, Norway	11/14/2018 4:41 AM
2	Switzerland	11/8/2018 1:32 PM

Asked only to those who said they were employed in Q9.

Q16 Have you pursued further education since completing KPU's Technical Apparel program?

Answered: 11 Skipped: 0

ANSWER CHOICES	RESPONSES	
Yes	9.09%	1
No	90.91%	10
TOTAL		11

Q17 Please list the name of the program and the institution where you enrolled after completing KPU's Technical Apparel program.

Answered: 1 Skipped: 10

ANSWER CHOICES	RESPONSES
Program	100.00% 1
Institution	100.00% 1

#	PROGRAM	DATE
1	DAP - part time	11/8/2018 9:57 AM

#	INSTITUTION	DATE
1	UBC	11/8/2018 9:57 AM

Asked only to those who said they had taken further education in Q16.

Q18 Have you earned another credential since completing KPU's Technical Apparel program?

Answered: 1 Skipped: 10

ANSWER CHOICES	RESPONSES	
Yes	0.00%	0
No	100.00%	1
TOTAL		1

Asked only to those who said they had taken further education in Q16.

Q19 What additional credential have you earned since completing KPU's Technical Apparel program?

Answered: 0 Skipped: 11

ANSWER CHOICES	RESPONSES
Diploma	0.00% 0
Associate's Degree	0.00% 0
Bachelor's Degree	0.00% 0
Master's Degree	0.00% 0
Doctorate	0.00% 0
Professional designation	0.00% 0
Other (please specify)	0.00% 0
Total Respondents: 0	

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q20 If you have earned a professional designation, what have you earned?

Answered: 0 Skipped: 11

#	RESPONSES	DATE
	There are no responses.	

Q21 If KPU were to offer a Master's in Technical Apparel in which you could receive credit for completed post-baccalaureate courses, how likely would you be to enroll?

Answered: 11 Skipped: 0

ANSWER CHOICES	RESPONSES	
Extremely unlikely	18.18%	2
Somewhat unlikely	18.18%	2
Neither likely nor unlikely	18.18%	2
Somewhat likely	27.27%	3
Very likely	18.18%	2
TOTAL		11

Q22 Please highlight any reasons for why you are unlikely to enroll in a Master's in Technical Apparel offered by KPU.

Answered: 4 Skipped: 7

#	RESPONSES	DATE
1	unclear what new learnings would be offered	11/14/2018 10:14 AM
2	I am done with education. If I only had a BA it would have been a possibility	11/14/2018 4:42 AM
3	Satisfied with current job	11/8/2018 7:54 PM
4	Cost. Spending the same amount of money on starting up a business, or studio seems like a much better value proposition. Either it's successful in which case I've created my own job, or its not in which case I've still attempted to build a business and will have been directly involved in every touch point. That experience is ultimately more valuable to me, and likely more attractive to a prospective employer.	11/8/2018 9:38 AM

Asked only to those who answered "somewhat unlikely" or "extremely unlikely" to Q21.

Q23 If KPU had offered both a Master's AND the post-baccalaureate program, which one would you have chosen?

Answered: 11 Skipped: 0

ANSWER CHOICES	RESPONSES	
Master's in Technical Apparel	100.00%	11
Post-Baccalaureate in Technical Apparel	0.00%	0
TOTAL		11

Q24 How satisfied are you with the opportunities you have to stay connected to KPU's Technical Apparel program?

Answered: 11 Skipped: 0

ANSWER CHOICES	RESPONSES	
Very dissatisfied	9.09%	1
Somewhat dissatisfied	27.27%	3
Neither satisfied nor dissatisfied	27.27%	3
Somewhat satisfied	36.36%	4
Very satisfied	0.00%	0
TOTAL		11

Q25 What can the program do to build better connections with alumni?

Answered: 8 Skipped: 3

#	RESPONSES	DATE
1	Yes, would love to give back and contribute in the future	11/29/2018 5:47 PM
2	Yearly get togethers, connecting with industry and other students going through the program the following year	11/28/2018 9:06 PM
3	Allow use of studios/equipment through rental/open days	11/22/2018 7:39 AM
4	Offer studio time, invite alumni to presentations	11/8/2018 7:55 PM
5	Host alumni nights in Vancouver; create thematic expertise sessions; invite alumni to connect with students; provide continuing education options for DETA grads	11/8/2018 1:51 PM
6	Insider news about the industry	11/8/2018 1:34 PM
7	Do something about it.	11/8/2018 9:39 AM
8	Organize shared outdoor activities, like camping, kayaking, and hiking. Organize events like a "Hackathon", where we would have the opportunity to meet and work together.	11/8/2018 9:15 AM

Q26 If you would like to be part of a KPU Technical Apparel Alumni group, please provide your email address. This information will be separated from your survey responses and sent to the program in a separate link so they will remain anonymous.

Answered: 9 Skipped: 2

#	
1	
2	
3	
4	
5	
6	
7	
8	
9	

Q27 How do you identify your gender?

Answered: 10 Skipped: 1

ANSWER CHOICES	RESPONSES	
Male	20.00%	2
Female	70.00%	7
Non-Binary	0.00%	0
Prefer not to answer	10.00%	1
TOTAL		10

Q28 What is your age group?

Answered: 9 Skipped: 2

ANSWER CHOICES	RESPONSES	
18-24	0.00%	0
25-29	0.00%	0
30-39	77.78%	7
40 and older	22.22%	2
TOTAL		9

TECHNICAL APPAREL FACULTY SURVEY

INTRODUCTION

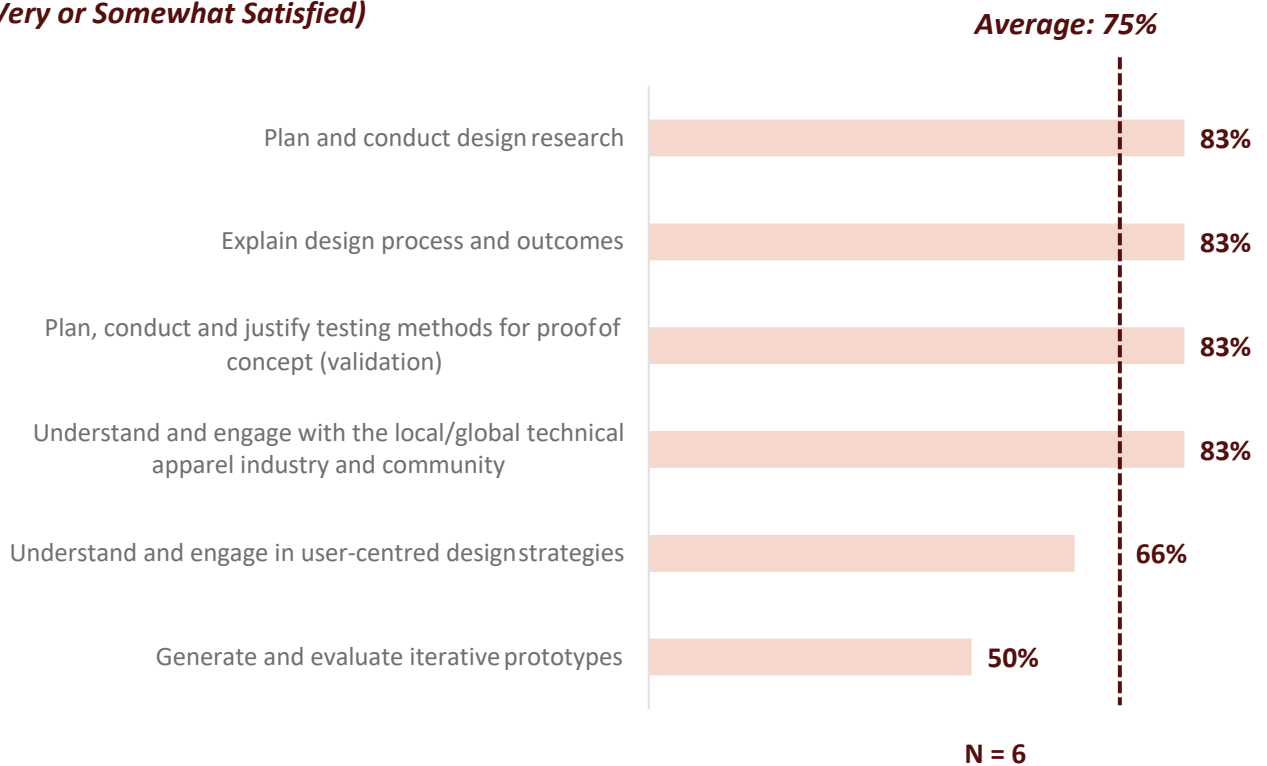
In **November 2018**, the faculty survey was administered to **6/6** faculty members who teach in the Technical Apparel Design program, for a **100%** response rate.

Key findings are presented in the following pages and organized by Self-Study Report chapter.

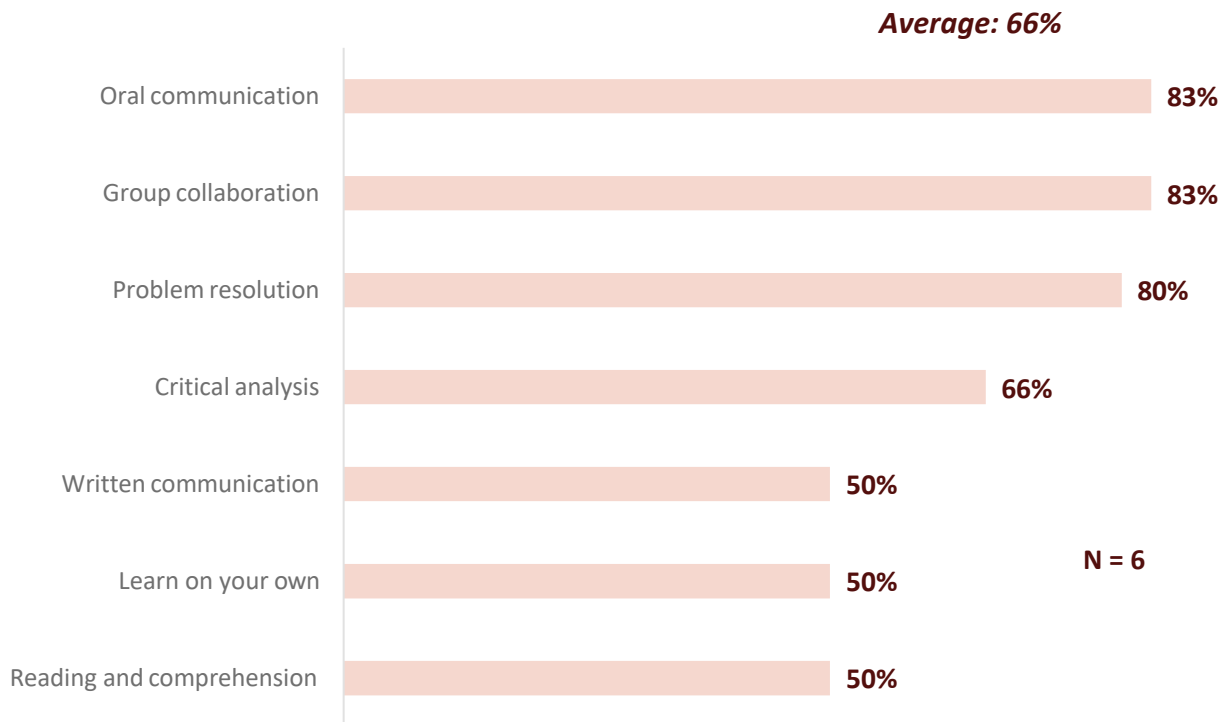
CHAPTER 3 – QUALITY OF CURRICULUM DESIGN

Q1. How satisfied are you with how KPU's Technical Apparel program is preparing students to do the following?

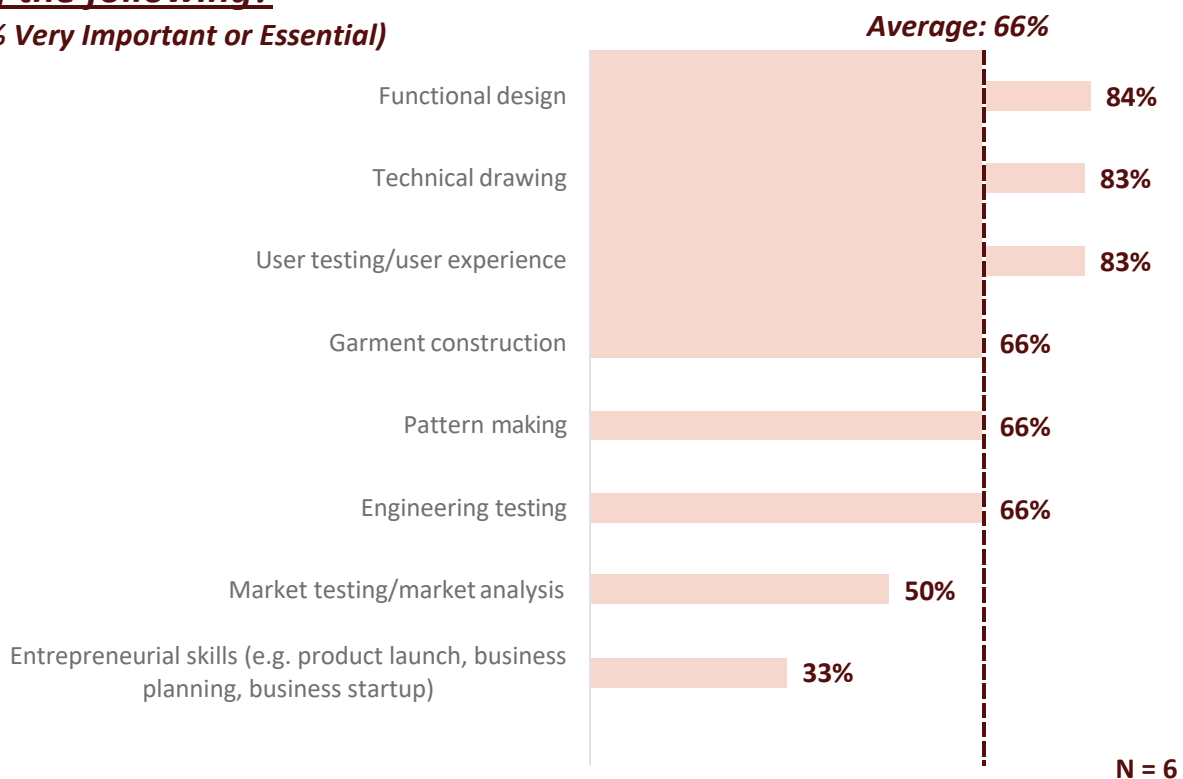
(% Very or Somewhat Satisfied)



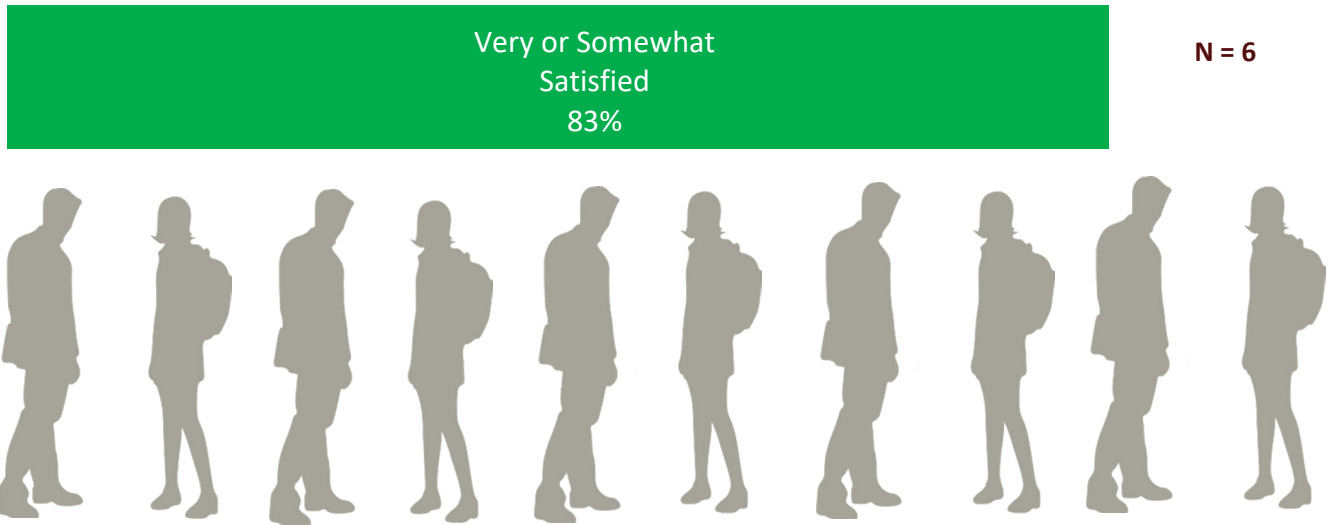
Q2. How satisfied are you with how KPU's Technical Apparel program is helping students develop the following essential skills?
 (% Very or Somewhat Satisfied)



Q3. In your opinion, how important is it for the program to cover each of the following?
 (% Very Important or Essential)



Q7. Overall, how satisfied are you with KPU's Technical Apparel program curriculum?



CHAPTER 4 – QUALITY OF INSTRUCTIONAL DESIGN

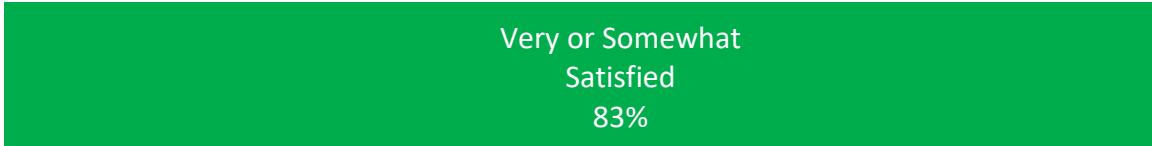
Q12. Overall, how satisfied are you with the instruction delivered across the program?



CHAPTER 5: QUALITY OF RESOURCES, SERVICES, AND FACILITIES

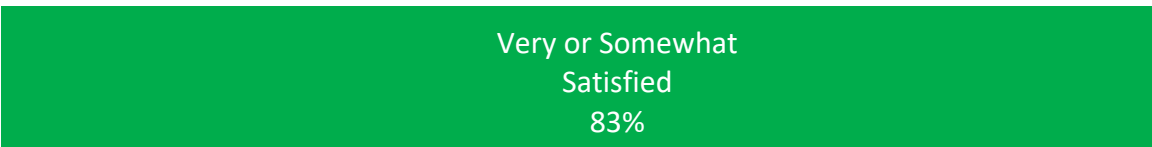
Q16. Overall, how satisfied are you with the resources, services and facilities that are specific to the Technical Apparel program?

N = 6

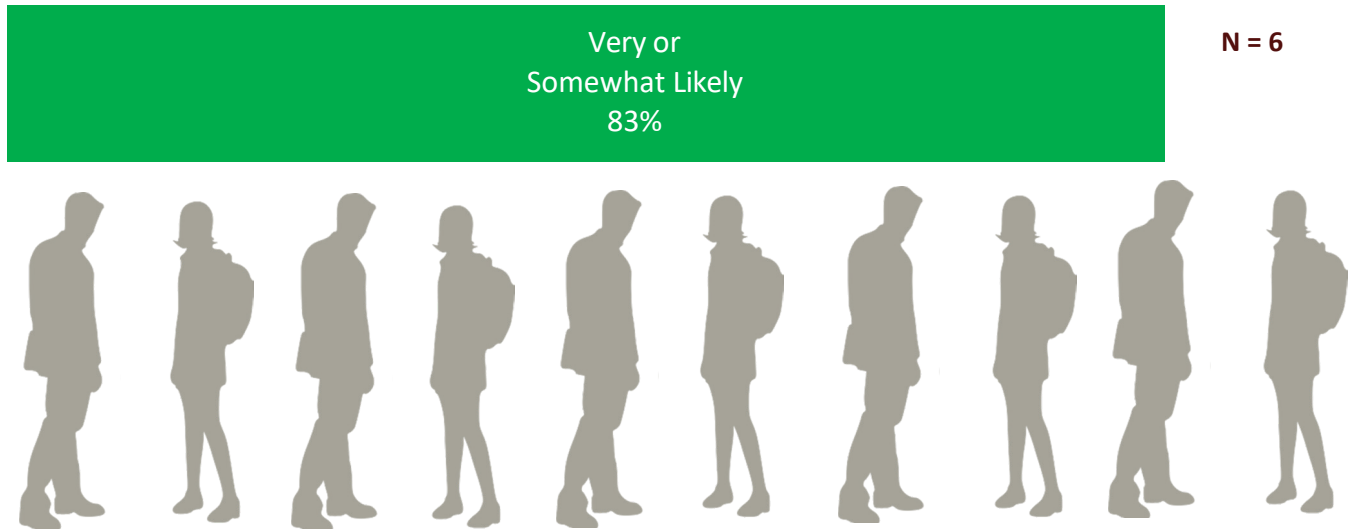


Q18. If KPU were to offer a Master's in Technical Apparel, how likely would you be to recommend it?

N = 6



Q20. How likely would you be to recommend the current post-baccalaureate program?



Q23. In general, how satisfied are you with your experience in KPU's Technical Apparel program?



Q1 How satisfied are you with how KPU's Technical Apparel program is preparing students to do the following?

Answered: 6 Skipped: 0

	VERY DISSATISFIED	SOMEWHAT DISSATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT SATISFIED	VERY SATISFIED	TOTAL	AVERAGE
Understand and engage in user-centred design strategies	0.00% 0	16.67% 1	16.67% 1	33.33% 2	33.33% 2	6	3.83
Generate and evaluate iterative prototypes	0.00% 0	0.00% 0	50.00% 3	33.33% 2	16.67% 1	6	3.67
Plan and conduct design research	0.00% 0	0.00% 0	16.67% 1	50.00% 3	33.33% 2	6	4.17
Explain design process and outcomes	0.00% 0	0.00% 0	16.67% 1	50.00% 3	33.33% 2	6	4.17
Plan, conduct and justify testing methods for proof of concept (validation)	0.00% 0	0.00% 0	16.67% 1	50.00% 3	33.33% 2	6	4.17
Understand and engage with the local/global technical apparel industry and community	16.67% 1	0.00% 0	0.00% 0	50.00% 3	33.33% 2	6	3.83

Q2 How satisfied are you with how KPU's Technical Apparel program is helping students develop the following essential skills?

Answered: 6 Skipped: 0

	VERY DISSATISFIED	SOMEWHAT DISSATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT SATISFIED	VERY SATISFIED	TOTAL	AVERAGE
Written communication	0.00% 0	0.00% 0	50.00% 3	33.33% 2	16.67% 1	6	3.67
Oral communication	0.00% 0	0.00% 0	16.67% 1	50.00% 3	33.33% 2	6	4.17
Group collaboration	0.00% 0	0.00% 0	16.67% 1	50.00% 3	33.33% 2	6	4.17
Critical analysis	0.00% 0	0.00% 0	33.33% 2	33.33% 2	33.33% 2	6	4.00
Problem resolution	0.00% 0	0.00% 0	20.00% 1	60.00% 3	20.00% 1	5	4.00
Learn on your own	0.00% 0	0.00% 0	50.00% 3	33.33% 2	16.67% 1	6	3.67
Reading and comprehension	0.00% 0	0.00% 0	50.00% 3	33.33% 2	16.67% 1	6	3.67

Q3 In your opinion, how important is it for the program to cover each of the following?

Answered: 6 Skipped: 0

	NOT AT ALL IMPORTANT	SLIGHTLY IMPORTANT	MODERATELY IMPORTANT	VERY IMPORTANT	ESSENTIAL	TOTAL	AVERAGE
Garment construction	0.00% 0	0.00% 0	33.33% 2	33.33% 2	33.33% 2	6	4.00
Pattern making	0.00% 0	0.00% 0	33.33% 2	33.33% 2	33.33% 2	6	4.00
Technical drawing	0.00% 0	0.00% 0	16.67% 1	33.33% 2	50.00% 3	6	4.33
Engineering testing	0.00% 0	0.00% 0	33.33% 2	33.33% 2	33.33% 2	6	4.00
Market testing/market analysis	0.00% 0	16.67% 1	33.33% 2	16.67% 1	33.33% 2	6	3.67
User testing/user experience	0.00% 0	0.00% 0	16.67% 1	33.33% 2	50.00% 3	6	4.33
Entrepreneurial skills (e.g. product launch, business planning, business startup)	16.67% 1	33.33% 2	16.67% 1	33.33% 2	0.00% 0	6	2.67
Functional design	0.00% 0	16.67% 1	0.00% 0	16.67% 1	66.67% 4	6	4.33

Q4 How satisfied are you with the following aspects of the program's curriculum?

Answered: 6 Skipped: 0

	VERY DISSATISFIED	SOMEWHAT DISSATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT SATISFIED	VERY SATISFIED	TOTAL	AVERAGE
Its discipline/sector relevance	0.00% 0	0.00% 0	50.00% 3	33.33% 2	16.67% 1	6	3.67
Its ability to adapt to discipline/sector changes	0.00% 0	0.00% 0	50.00% 3	50.00% 3	0.00% 0	6	3.50
The use of prerequisites to prepare students for subsequent courses	16.67% 1	33.33% 2	16.67% 1	33.33% 2	0.00% 0	6	2.67
Its preparation of students for a career in the discipline/sector	0.00% 0	0.00% 0	50.00% 3	33.33% 2	16.67% 1	6	3.67
Its preparation of students for further education	0.00% 0	16.67% 1	66.67% 4	16.67% 1	0.00% 0	6	3.00

Q5 Are the number of student contact hours adequate for this program?

Answered: 6 Skipped: 0

ANSWER CHOICES	RESPONSES	
Yes	50.00%	3
No	50.00%	3
TOTAL		6

Q6 Why do you feel the number of student contact hours is not adequate?

Answered: 3 Skipped: 3

#	RESPONSES	DATE
1	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.	11/14/2018 12:15 PM
2	Students need more time on pattern drafting and construction.	11/1/2018 7:50 PM
3	More time in class would assist them in understanding the process as a whole	11/1/2018 4:42 PM

Q7 Overall, how satisfied are you with KPU's Technical Apparel program curriculum?

Answered: 6 Skipped: 0

ANSWER CHOICES	RESPONSES	
Very dissatisfied	0.00%	0
Somewhat dissatisfied	16.67%	1
Neither satisfied nor dissatisfied	0.00%	0
Somewhat satisfied	83.33%	5
Very satisfied	0.00%	0
TOTAL		6

Q8 Thinking of Technical Apparel's curriculum as a whole, please highlight the following.

Answered: 6 Skipped: 0

ANSWER CHOICES	RESPONSES
Strengths	100.00% 6
Areas for improvement	100.00% 6
Content that is currently missing but should be covered	100.00% 6

#	STRENGTHS	DATE
1	collaborative work	11/22/2018 10:08 AM
2	I don't see much here.	11/22/2018 8:06 AM
3	Success rate of graduates employed in industry, understanding user centered design process,	11/14/2018 12:25 PM
4	Breadth of topics covered. Full design cycle. User-centred evidence-based design. Experience at manufacturer (Maxport)	11/11/2018 2:40 PM
5	Prepares students for working in the industry	11/1/2018 7:52 PM
6	User Centred Design	11/1/2018 4:43 PM

#	AREAS FOR IMPROVEMENT	DATE
1	better preparation of apparel construction requirements for successful completion	11/22/2018 10:08 AM
2	Industry engagement, change the name, it is not just about design, it is more so management	11/22/2018 8:06 AM
3	Testing equipment, student fees are too high (students are paying a high proportion towards general student fees)	11/14/2018 12:25 PM
4	Technical construction skills - pattern making, use of computer programs, engineering test of textiles	11/11/2018 2:40 PM
5	Students need more time to learn drafting/construction	11/1/2018 7:52 PM
6	Prototype Development and Tech Pack development	11/1/2018 4:43 PM

#	CONTENT THAT IS CURRENTLY MISSING BUT SHOULD BE COVERED	DATE
1	apparel manufacturing in more depth	11/22/2018 10:08 AM
2	Management, product launches	11/22/2018 8:06 AM
3	Industry internship, technical drawing,	11/14/2018 12:25 PM
4	See above.	11/11/2018 2:40 PM
5	Pattern drafting and manipulation	11/1/2018 7:52 PM
6	Computers applications for the Apparel Industry	11/1/2018 4:43 PM

Q9 Thinking of how the program is delivered, how satisfied are you with the following?

Answered: 6 Skipped: 0

	VERY DISSATISFIED	SOMEWHAT DISSATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT SATISFIED	VERY SATISFIED	TOTAL	AVERAGE
The range of modes (classroom, lab, online, co-op, etc.) used to deliver the program	0.00% 0	16.67% 1	16.67% 1	50.00% 3	16.67% 1	6	3.67
The extent to which diverse learning styles are accommodated	0.00% 0	0.00% 0	33.33% 2	50.00% 3	16.67% 1	6	3.83
Processes for ensuring the emotional and physical safety of students in the learning environment	0.00% 0	16.67% 1	16.67% 1	33.33% 2	33.33% 2	6	3.83
Opportunities for experiential learning (i.e. learning by doing and reflecting)	0.00% 0	0.00% 0	16.67% 1	16.67% 1	66.67% 4	6	4.50

Q10 Considering the Technical Apparel program's assessment methods as a whole, how satisfied are you with the following?

Answered: 6 Skipped: 0

	VERY DISSATISFIED	SOMEWHAT DISSATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT SATISFIED	VERY SATISFIED	TOTAL	AVERAGE
The extent to which students are provided clear information on how they will be evaluated	0.00% 0	0.00% 0	50.00% 3	33.33% 2	16.67% 1	6	3.67
The extent to which assessment methods support program competencies and learning outcomes	0.00% 0	0.00% 0	16.67% 1	66.67% 4	16.67% 1	6	4.00
The extent to which assessment methods allow students to demonstrate their attainment of program competencies and learning outcomes	0.00% 0	0.00% 0	0.00% 0	83.33% 5	16.67% 1	6	4.17
The extent to which assessment standards are consistent throughout the program	0.00% 0	16.67% 1	33.33% 2	50.00% 3	0.00% 0	6	3.33

Q11 Considering how instruction is delivered across the Technical Apparel program as a whole, how satisfied are you with the following?

Answered: 6 Skipped: 0

	VERY DISSATISFIED	SOMEWHAT DISSATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT SATISFIED	VERY SATISFIED	TOTAL	AVERAGE
Instructors' collective expertise to deliver the curriculum	0.00% 0	0.00% 0	0.00% 0	50.00% 3	50.00% 3	6	4.50
Instructional methods that facilitate student learning	0.00% 0	0.00% 0	16.67% 1	33.33% 2	50.00% 3	6	4.33
Instructional methods that facilitate students' progression through the program	0.00% 0	0.00% 0	16.67% 1	33.33% 2	50.00% 3	6	4.33

Q12 Overall, how satisfied are you with the instruction delivered across the program?

Answered: 6 Skipped: 0

ANSWER CHOICES	RESPONSES	
Very dissatisfied	0.00%	0
Somewhat dissatisfied	0.00%	0
Neither satisfied nor dissatisfied	16.67%	1
Somewhat satisfied	50.00%	3
Very satisfied	33.33%	2
TOTAL		6

Q13 Thinking of how instruction is delivered across the program as a whole, please highlight the following:

Answered: 4 Skipped: 2

ANSWER CHOICES	RESPONSES	
Strengths	100.00%	4
Areas for improvement	75.00%	3

#	STRENGTHS	DATE
1	studio/lab cohort collaboration	11/22/2018 10:13 AM
2	Live examples	11/22/2018 8:09 AM
3	Consistent message regarding industry needs, user-centred, evidence based design.	11/11/2018 2:44 PM
4	Small co horts allow for more personalized attention for each student	11/1/2018 7:55 PM
#	AREAS FOR IMPROVEMENT	DATE
1	garment construction understanding	11/22/2018 10:13 AM
2	More real life examples, elevate the students	11/22/2018 8:09 AM
3	Clarify content per course to reduce duplication. Earlier hands-on work in labs to construct garments. Add engineering tests to textiles course.	11/11/2018 2:44 PM

Q14 How satisfied are you with the following as they apply to KPU's Technical Apparel program?

Answered: 6 Skipped: 0

	VERY DISSATISFIED	SOMEWHAT DISSATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT SATISFIED	VERY SATISFIED	TOTAL	AVERAGE
Availability of relevant texts and supplies at the KPU bookstore	0.00% 0	0.00% 0	50.00% 3	50.00% 3	0.00% 0	6	3.50
Classroom space	0.00% 0	0.00% 0	0.00% 0	50.00% 3	50.00% 3	6	4.50
Lab/computer space	0.00% 0	0.00% 0	50.00% 3	33.33% 2	16.67% 1	6	3.67
Learning Centre	0.00% 0	0.00% 0	50.00% 3	33.33% 2	16.67% 1	6	3.67
Places for students to do group or individual work	0.00% 0	0.00% 0	16.67% 1	50.00% 3	33.33% 2	6	4.17
Support services for students (e.g. counseling, student services, advising, finance, career)	0.00% 0	33.33% 2	33.33% 2	33.33% 2	0.00% 0	6	3.00
Technical equipment	0.00% 0	0.00% 0	16.67% 1	50.00% 3	33.33% 2	6	4.17

Q15 How satisfied are you with the following Library resources as they apply to KPU's Technical Apparel program?

Answered: 6 Skipped: 0

	VERY DISSATISFIED	SOMEWHAT DISSATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT SATISFIED	VERY SATISFIED	TOTAL	AVERAGE
Availability of audio-visual and computer equipment	0.00% 0	0.00% 0	33.33% 2	66.67% 4	0.00% 0	6	3.67
Books	0.00% 0	0.00% 0	33.33% 2	50.00% 3	16.67% 1	6	3.83
DVDs /streaming video on program-related topics	0.00% 0	0.00% 0	66.67% 4	16.67% 1	16.67% 1	6	3.50
eBooks	0.00% 0	0.00% 0	66.67% 4	16.67% 1	16.67% 1	6	3.50
Librarian support for program-related research	0.00% 0	0.00% 0	33.33% 2	33.33% 2	33.33% 2	6	4.00
Library orientation	16.67% 1	0.00% 0	33.33% 2	16.67% 1	33.33% 2	6	3.50
Online resources – journal articles, etc.	0.00% 0	0.00% 0	50.00% 3	33.33% 2	16.67% 1	6	3.67
Print periodicals, journals, etc.	0.00% 0	0.00% 0	66.67% 4	16.67% 1	16.67% 1	6	3.50
Study guides	0.00% 0	0.00% 0	50.00% 3	33.33% 2	16.67% 1	6	3.67

Q16 Overall, how satisfied are you with the resources, services and facilities that are specific to the Technical Apparel program?

Answered: 6 Skipped: 0

ANSWER CHOICES	RESPONSES	
Very dissatisfied	0.00%	0
Somewhat dissatisfied	0.00%	0
Neither satisfied nor dissatisfied	16.67%	1
Somewhat satisfied	66.67%	4
Very satisfied	16.67%	1
TOTAL		6

Q17 Thinking of the program's resources, services and facilities, please highlight the following:

Answered: 5 Skipped: 1

ANSWER CHOICES	RESPONSES	
Strengths	80.00%	4
Areas for improvement	100.00%	5

#	STRENGTHS	DATE
1	labs and equipment	11/22/2018 10:14 AM
2	Prototyping facilities	11/15/2018 2:18 PM
3	The opportunity to collaborate on projects with R + D teams and international companies.	11/14/2018 12:43 PM
4	Good range of equipment for apparel construction and access to high quality textile	11/11/2018 2:48 PM
#	AREAS FOR IMPROVEMENT	DATE
1	improved sewing skills to prevent lab equipment break downs	11/22/2018 10:14 AM
2	Access to Base Blocks (maybe they can be creative commons resources the students can access outside of class)	11/15/2018 2:18 PM
3	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.	11/14/2018 12:43 PM
4	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).	11/11/2018 2:48 PM
5	More tutorials and teaching students about the resources and how to use them	11/1/2018 7:56 PM

Q18 If KPU were to offer a Master's in Technical Apparel, how likely would you be to recommend it?

Answered: 6 Skipped: 0

ANSWER CHOICES	RESPONSES	
Very unlikely	0.00%	0
Somewhat unlikely	16.67%	1
Neither likely nor unlikely	0.00%	0
Somewhat likely	16.67%	1
Very likely	66.67%	4
TOTAL		6

Q19 Please provide a reason for why you would be unlikely to recommend a Master's in Technical Apparel at KPU.

Answered: 1 Skipped: 5

#	RESPONSES	DATE
1	KPU needs to step up to industry collaboration, creating opportunities for internship, need to bring more industry experts, may be as a guest lecturers.	11/22/2018 8:11 AM

Asked only to those who answered extremely or somewhat unlikely to Q18.

Q20 How likely would you be to recommend the current post-baccalaureate program?

Answered: 6 Skipped: 0

ANSWER CHOICES	RESPONSES	
Very unlikely	0.00%	0
Somewhat unlikely	16.67%	1
Neither likely nor unlikely	0.00%	0
Somewhat likely	33.33%	2
Very likely	50.00%	3
TOTAL		6

Q21 Please provide a reason for why you would not recommend the current post-baccalaureate program.

Answered: 1 Skipped: 5

#	RESPONSES	DATE
1	The curriculum is still very under grad type, we want these people to get into management rolls.	11/22/2018 8:12 AM

Asked only to those who answered extremely or somewhat unlikely to Q19.

Q22 In general, how satisfied are you with the level of preparation/education of students entering the program?

Answered: 6 Skipped: 0

ANSWER CHOICES	RESPONSES	
Very dissatisfied	0.00%	0
Somewhat dissatisfied	16.67%	1
Neither satisfied nor dissatisfied	16.67%	1
Somewhat satisfied	66.67%	4
Very satisfied	0.00%	0
TOTAL		6

Q23 In general, how satisfied are you with your experience in KPU's Technical Apparel program?

Answered: 6 Skipped: 0

ANSWER CHOICES	RESPONSES	
Very dissatisfied	0.00%	0
Somewhat dissatisfied	0.00%	0
Neither satisfied nor dissatisfied	0.00%	0
Somewhat satisfied	83.33%	5
Very satisfied	16.67%	1
TOTAL		6

Q24 Thinking of the program as a whole, please highlight the following:

Answered: 5 Skipped: 1

ANSWER CHOICES	RESPONSES	
Strengths	80.00%	4
Areas for improvement	100.00%	5

#	STRENGTHS	DATE
1	length of program - niche mkt focus	11/22/2018 10:15 AM
2	A generalist's preparation for human centred design	11/15/2018 2:19 PM
3	Core theme of functional/technical design and user-centred systems. Breadth of topics covered prepare well for a variety of industry positions.	11/11/2018 2:53 PM
4	capstone project, hands on experience	11/1/2018 7:58 PM

#	AREAS FOR IMPROVEMENT	DATE
1	review the applicant requirements should this be updated and amended	11/22/2018 10:15 AM
2	This could be an opportunity to make this as one of the best programs in the world.	11/22/2018 8:13 AM
3	Technical skills in digital tools	11/15/2018 2:19 PM
4	Clarity early in the program regarding international experience. If clear, this would help market the program. More direct involvement of local industry. Prerequisite or co-requisite for basic sewing/apparel construction.	11/11/2018 2:53 PM
5	could increase enrolment if it was a Master's Degree program	11/1/2018 7:58 PM

TECHNICAL APPAREL DISCIPLINE/SECTOR SURVEY

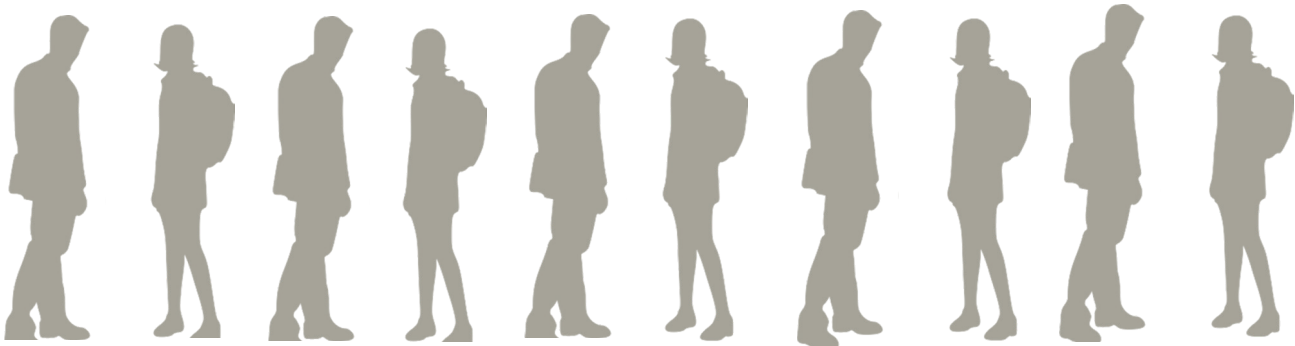
INTRODUCTION

In **November 2018**, the discipline/sector survey was administered to **13/30** members of the discipline/sector for a **43%** response rate.

Key findings are presented in the following pages and organized by Self-Study Report chapter.

CHAPTER 2 – PROGRAM CURRENCY AND CONNECTIONS

Q13. Based on your experience, how prepared were KPU’s Technical Apparel Design alumni and/or students to work in your organization?*

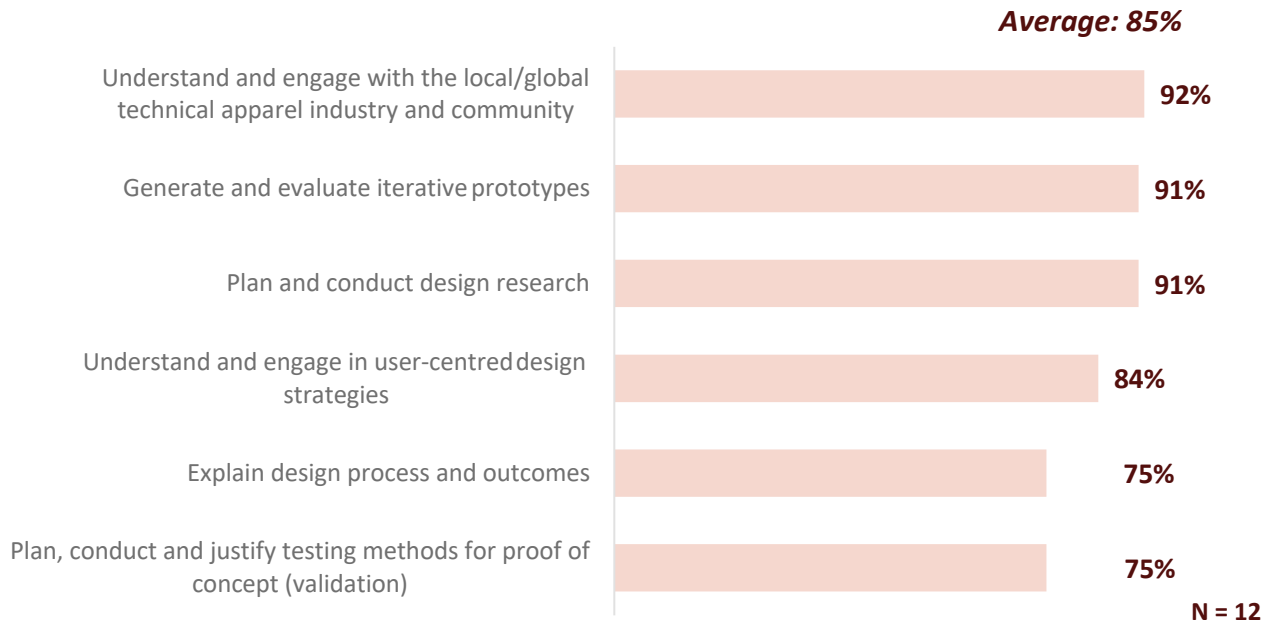


Q13 was only asked to discipline/sector members who indicated in Q11 that they had hired, hosted, or worked with a KPU Technical Apparel student or alumni.

CHAPTER 3 – QUALITY OF CURRICULUM DESIGN

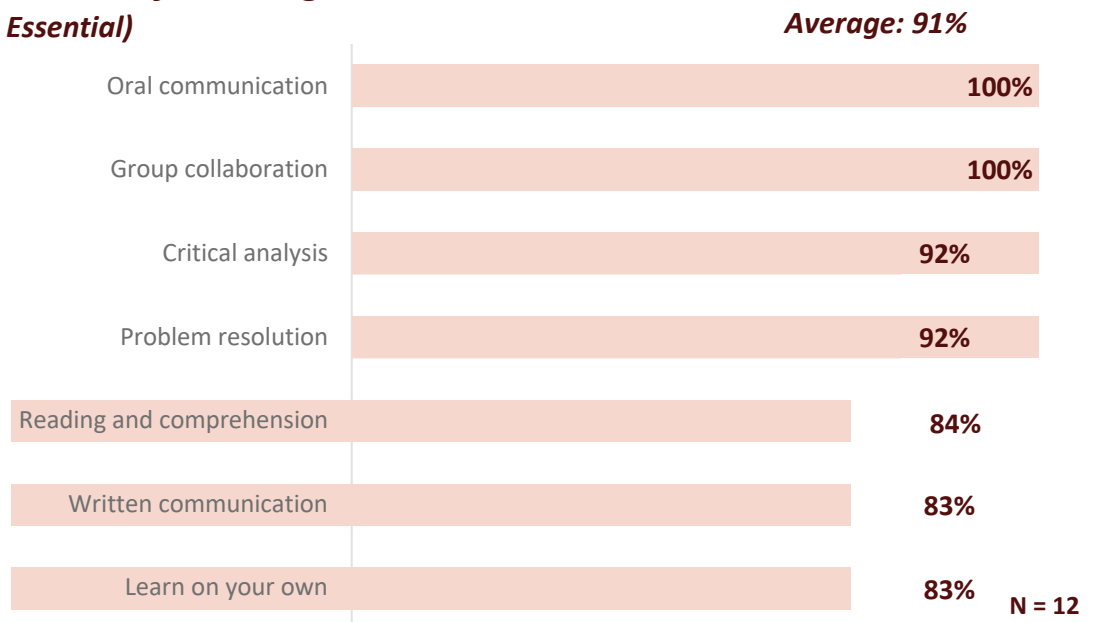
Q4. Considering the needs and expectations of your organization, how important is it for a new Technical Apparel program graduate to be able to demonstrate the following?

(% Very Important or Essential)



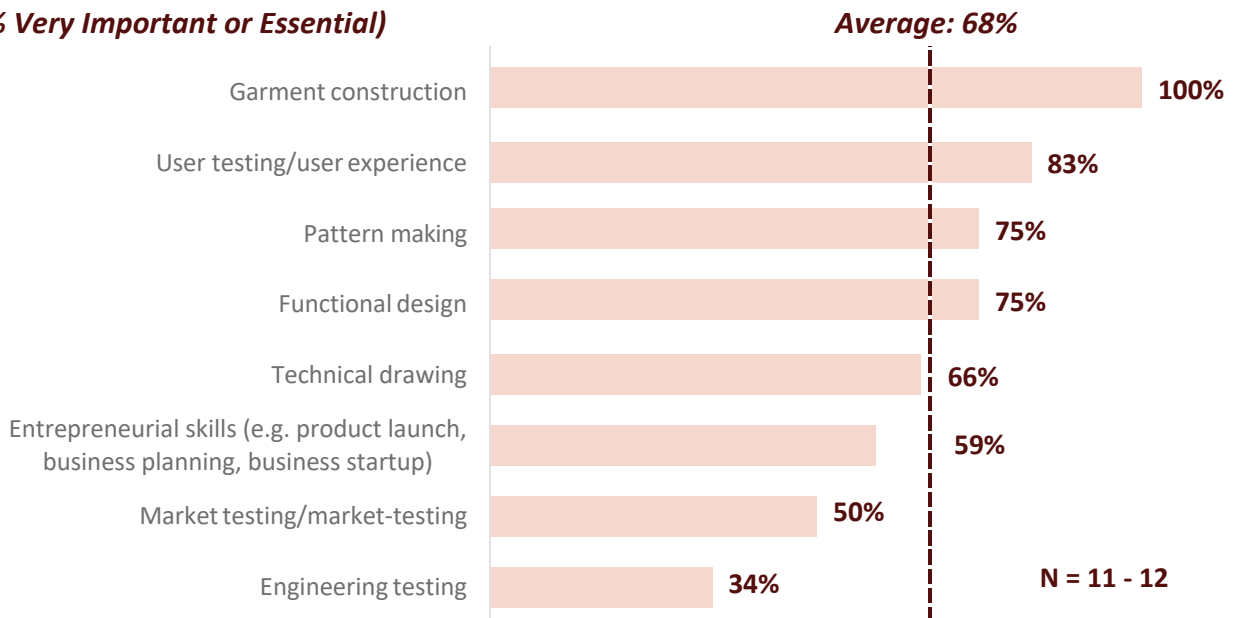
Q5. Considering the needs and expectations of your organization, how important is it for a new Technical Apparel program graduate to be able to demonstrate the following skills?

(% Very Important or Essential)



Q6. Considering the needs and expectations of your organization, how important is it for a new Technical Apparel program graduate to be able to demonstrate the following skills?

(% Very Important or Essential)



Q8. What are the emerging trends in this discipline/sector that KPU Technical Apparel students should be prepared for?



Q15. How likely would you be to recommend KPU'S Technical Apparel program to your employees?



Q17. If KPU were to offer a Master's in Technical Apparel, how likely would you be to recommend it to your employees?



Q19. What steps should KPU take to make the program more appealing to people currently working in this discipline/sector?

A word cloud of suggestions for making the program more appealing. The words are arranged in a roughly triangular shape, with the largest word, 'Part-time/night courses', at the bottom center. Other words include 'Business acumen', 'Use MITACS programs', 'Connect with companies', 'Connect with suppliers', 'Attract science students', 'Partnerships w/ other schools', 'Science & manufacturing processes', 'Offer stand-alone courses', 'Connect with factories', 'Research', 'Grow global reputation', 'Showcase graduates', and 'Co-op education' (written vertically on the right side).

Business acumen
Use MITACS programs
Connect with companies
Connect with suppliers
Attract science students
Partnerships w/ other schools
Science & manufacturing processes
Part-time/night courses
Offer stand-alone courses
Connect with factories
Research
Grow global reputation
Showcase graduates
Co-op education

Q1 Which sector best describes your organization or business? Select all that apply.

Answered: 13 Skipped: 0

ANSWER CHOICES	RESPONSES	
Apparel design	53.85%	7
Apparel manufacturing	38.46%	5
Athletic/performance apparel	53.85%	7
Design consultancy	7.69%	1
E-Commerce	23.08%	3
Fashion design	0.00%	0
General apparel	15.38%	2
Marketing	23.08%	3
Merchandising	15.38%	2
Occupational/safety	15.38%	2
Off-shore manufacturing	38.46%	5
On-shore manufacturing	23.08%	3
Outdoor apparel	53.85%	7
Production	23.08%	3
Research	38.46%	5
Retail	15.38%	2
Technical apparel design and manufacturing	61.54%	8
Testing	38.46%	5
Urban/athleisure	30.77%	4
Wholesale	30.77%	4
Other (please specify)	7.69%	1
Total Respondents: 13		

#	OTHER (PLEASE SPECIFY)	DATE
1	Textile and garment wholesaler.	11/16/2018 9:28 AM

Q2 To the best of your knowledge, how many positions has your organization hired for in the last five years?

Answered: 12 Skipped: 1

ANSWER CHOICES	RESPONSES	
0	0.00%	0
1-4	8.33%	1
5-9	25.00%	3
10-19	8.33%	1
20-29	16.67%	2
30 or more	33.33%	4
I am not involved in our hiring	8.33%	1
TOTAL		12

Q3 What is the size of your organization?

Answered: 12 Skipped: 1

ANSWER CHOICES	RESPONSES	
Small: 1-100 employees	41.67%	5
Mid-sized: 101-1000 employees	41.67%	5
Large: More than 1000 employees	16.67%	2
TOTAL		12

Q4 Considering the needs and expectations of your organization, how important is it for a new Technical Apparel program graduate to be able to demonstrate the following?

Answered: 12 Skipped: 1

	NOT AT ALL IMPORTANT	SLIGHTLY IMPORTANT	MODERATELY IMPORTANT	VERY IMPORTANT	ESSENTIAL	TOTAL	AVERAGE
Understand and engage in user-centred design strategies	0.00% 0	0.00% 0	16.67% 2	16.67% 2	66.67% 8	12	4.50
Generate and evaluate iterative prototypes	0.00% 0	0.00% 0	8.33% 1	33.33% 4	58.33% 7	12	4.50
Plan and conduct design research	0.00% 0	0.00% 0	8.33% 1	58.33% 7	33.33% 4	12	4.25
Explain design process and outcomes	0.00% 0	0.00% 0	25.00% 3	58.33% 7	16.67% 2	12	3.92
Plan, conduct and justify testing methods for proof of concept (validation)	0.00% 0	8.33% 1	16.67% 2	41.67% 5	33.33% 4	12	4.00
Understand and engage with the local/global technical apparel industry and community	0.00% 0	8.33% 1	0.00% 0	75.00% 9	16.67% 2	12	4.00

Q5 Considering the needs and expectations of your organization, how important is it for a new Technical Apparel program graduate to be able to demonstrate the following skills?

Answered: 12 Skipped: 1

	NOT AT ALL IMPORTANT	SLIGHTLY IMPORTANT	MODERATELY IMPORTANT	VERY IMPORTANT	ESSENTIAL	TOTAL	AVERAGE
Written communication	0.00% 0	0.00% 0	16.67% 2	50.00% 6	33.33% 4	12	4.17
Oral communication	0.00% 0	0.00% 0	0.00% 0	75.00% 9	25.00% 3	12	4.25
Group collaboration	0.00% 0	0.00% 0	0.00% 0	25.00% 3	75.00% 9	12	4.75
Critical analysis	0.00% 0	0.00% 0	8.33% 1	50.00% 6	41.67% 5	12	4.33
Problem resolution	0.00% 0	0.00% 0	8.33% 1	41.67% 5	50.00% 6	12	4.42
Learn on your own	0.00% 0	0.00% 0	16.67% 2	33.33% 4	50.00% 6	12	4.33
Reading and comprehension	0.00% 0	0.00% 0	16.67% 2	41.67% 5	41.67% 5	12	4.25

Q6 Considering the needs and expectations of your organization, how important is it for a new Technical Apparel program graduate to be able to demonstrate the following skills?

Answered: 12 Skipped: 1

	NOT AT ALL IMPORTANT	SLIGHTLY IMPORTANT	MODERATELY IMPORTANT	VERY IMPORTANT	ESSENTIAL	TOTAL	AVERAGE
Garment construction	0.00% 0	0.00% 0	0.00% 0	45.45% 5	54.55% 6	11	4.55
Pattern making	0.00% 0	16.67% 2	8.33% 1	58.33% 7	16.67% 2	12	3.75
Technical drawing	0.00% 0	16.67% 2	16.67% 2	33.33% 4	33.33% 4	12	3.83
Engineering testing	0.00% 0	8.33% 1	58.33% 7	16.67% 2	16.67% 2	12	3.42
Market testing/market-testing	0.00% 0	8.33% 1	41.67% 5	16.67% 2	33.33% 4	12	3.75
User testing/user experience	0.00% 0	8.33% 1	8.33% 1	50.00% 6	33.33% 4	12	4.08
Entrepreneurial skills (e.g. product launch, business planning, business startup)	0.00% 0	8.33% 1	33.33% 4	41.67% 5	16.67% 2	12	3.67
Functional design	0.00% 0	8.33% 1	16.67% 2	41.67% 5	33.33% 4	12	4.00

Q7 What other skills, training or knowledge should a new Technical Apparel program graduate have to be hired into your organization?

Answered: 10 Skipped: 3

#	RESPONSES	DATE
1	patience, some work experience & passion for design & outdoors	11/26/2018 3:40 PM
2	Understanding of basic science and research methods & design	11/25/2018 10:34 AM
3	general business acumen - sound financial practices and understanding of business drivers	11/22/2018 8:45 AM
4	Leadership training (as you need to be able to manage a group of people in order to get the design realized	11/21/2018 11:17 AM
5	Expert knowledge and experience in pattern making and garment construction. None of the KPU grads i have hired or interviewed have the nessisary skills needed to actually hit the groundrunning.	11/16/2018 1:07 PM
6	Ability to communicate with offshore suppliers, and to work independently.	11/16/2018 9:33 AM
7	Sustainability, Team Collaboration, Commercialization process, Supply Chain, Product end-of-life considerations	11/14/2018 9:46 PM
8	3-D computer design is very important for future	11/12/2018 9:05 PM
9	Basic understanding of business	11/11/2018 11:55 AM
10	Sourcing, product management	11/8/2018 12:32 PM

Q8 What are the emerging trends in this discipline/sector that KPU Technical Apparel students should be prepared for?

Answered: 10 Skipped: 3

#	RESPONSES	DATE
1	wearables & sustainability	11/26/2018 3:40 PM
2	Graduate studies in environmental physiology & ergonomics	11/25/2018 10:34 AM
3	Ethnographic research/analysis - ability to understand data - particularly empathetic insights. 3D tool applications	11/22/2018 8:45 AM
4	The influence of Fashion on the technical industry. Trend research, quick to market	11/21/2018 11:17 AM
5	They need more experience. Hands on should be a priority.	11/16/2018 1:07 PM
6	Knowledge of global influences on industry... ie trade tariffs, importation rules etc	11/16/2018 9:33 AM
7	AR, VR, 3D, Design for Circularity, Emerging material trends, on-demand manufacturing	11/14/2018 9:46 PM
8	More hands on, more virtual prototyping.	11/12/2018 9:05 PM
9	Use of AI for pattern making / grading	11/11/2018 11:55 AM
10	Sustainability (e.g. Blue sign)	11/8/2018 12:32 PM

Q9 How familiar are you with KPU's Technical Apparel program?

Answered: 12 Skipped: 1

ANSWER CHOICES	RESPONSES	
Not at all familiar	0.00%	0
Slightly familiar	0.00%	0
Moderately familiar	58.33%	7
Very familiar	41.67%	5
TOTAL		12

Q10 When you think about KPU's Technical Apparel program, what are the top three characteristics that come to mind?

Answered: 10 Skipped: 3

ANSWER CHOICES	RESPONSES	
Characteristic 1	100.00%	10
Characteristic 2	100.00%	10
Characteristic 3	100.00%	10

#	CHARACTERISTIC 1	DATE
1	asset to local industry	11/26/2018 3:42 PM
2	Ground breaking program	11/25/2018 10:38 AM
3	Small class size	11/22/2018 8:50 AM
4	Theoretical.	11/16/2018 1:08 PM
5	Diversified learning stream	11/16/2018 9:40 AM
6	Design focused... maybe a little too much	11/14/2018 9:50 PM
7	scientific approach	11/14/2018 10:10 AM
8	Human centred design	11/12/2018 9:06 PM
9	Distinctive education opportunity	11/11/2018 11:55 AM
10	Professional program and staff	11/8/2018 12:33 PM

#	CHARACTERISTIC 2	DATE
1	relevant training	11/26/2018 3:42 PM
2	Essential program	11/25/2018 10:38 AM
3	Diverse student backgrounds	11/22/2018 8:50 AM
4	Conceptual	11/16/2018 1:08 PM
5	Integration with industry	11/16/2018 9:40 AM
6	Hands-on	11/14/2018 9:50 PM
7	Deep user understanding	11/14/2018 10:10 AM
8	Technical approach to design	11/12/2018 9:06 PM
9	Performance focused	11/11/2018 11:55 AM
10	Project based	11/8/2018 12:33 PM

#	CHARACTERISTIC 3	DATE
1	huge potential	11/26/2018 3:42 PM
2	Small program very ready & poised for higher enrolments	11/25/2018 10:38 AM
3	Passionate graduates	11/22/2018 8:50 AM
4	Not that technical	11/16/2018 1:08 PM
5	Well rounded graduates	11/16/2018 9:40 AM
6	conventional	11/14/2018 9:50 PM
7	knowledge of advanced technical manufacturing techniques	11/14/2018 10:10 AM

Asked only to respondents who answered

Moderately or Very Familiar to Q9

Technical Apparel: Discipline/Sector Survey

8	Functional design	11/12/2018 9:06 PM
9	Manufacturing / assembly processes	11/11/2018 11:55 AM
10	Broad	11/8/2018 12:33 PM

Q11 Have you ever hosted, hired, or worked with KPU Technical Apparel alumni and/or students?

Answered: 12 Skipped: 1

ANSWER CHOICES	RESPONSES	
Yes	83.33%	10
No	16.67%	2
TOTAL		12

Q12 Which of the following best describes your previous experience with students and/or alumni in KPU's Technical Apparel Program?

Answered: 10 Skipped: 3

ANSWER CHOICES	RESPONSES	
I have hosted KPU Technical Apparel co-op, internship, mentorship or work experience students	50.00%	5
I have hired KPU Technical Apparel alumni to work in my organization	60.00%	6
I have worked with KPU Technical Apparel alumni	60.00%	6
Total Respondents: 10		

Asked only to respondents who answered "yes" to Q11.

Q13 Based on your experience, how prepared were KPU's Technical Apparel alumni and/or students to work in your organization?

Answered: 10 Skipped: 3

ANSWER CHOICES	RESPONSES	
Not at all prepared	0.00%	0
Slightly prepared	10.00%	1
Moderately prepared	60.00%	6
Very prepared	30.00%	3
Extremely prepared	0.00%	0
TOTAL		10

Asked only to respondents who answered "yes" to Q11.

Q14 Please comment on the alumni and/or students you hired or worked with.

Answered: 9 Skipped: 4

ANSWER CHOICES	RESPONSES
Please highlight any STRENGTHS you have observed.	88.89% 8
Please highlight any SUGGESTIONS you have for improvement.	77.78% 7

#	PLEASE HIGHLIGHT ANY STRENGTHS YOU HAVE OBSERVED.	DATE
1	technically competent	11/26/2018 3:43 PM
2	Taught KPU students and help train TA students who now work in the industry.	11/25/2018 10:46 AM
3	High level of engagement and passion about design process	11/22/2018 8:53 AM
4	Engaged in our industry, hard working	11/16/2018 9:48 AM
5	keen, design focused	11/14/2018 9:52 PM
6	Willingness and passion to learn	11/14/2018 10:11 AM
7	Very Curious, self motivated, independent working	11/12/2018 9:08 PM
8	Basic knowledge across a broad spectrum of topics	11/8/2018 12:36 PM

#	PLEASE HIGHLIGHT ANY SUGGESTIONS YOU HAVE FOR IMPROVEMENT.	DATE
1	presentation skills	11/26/2018 3:43 PM
2	1. Keep TAP grads who want a Masters degree in Canada. This can be set up at SFU in Biomed Physiol & Kines. 2. Give TAP students option to have science electives in their program to prep them for a MSc at SFU. These courses can be taken at SFU downtown campus.	11/25/2018 10:46 AM
3	Lacking specific technical skills or experience to move directly into roles. Often still entry level.	11/22/2018 8:53 AM
4	Give them more pattern making and building experience. Make them get off their laptops and onto the sewing machines! This is what 90% of the grads are missing	11/16/2018 1:10 PM
5	Helping Tech design students to link with ALL aspects of the industry to fully share their skills. This could be coop design collabs for smaller companies to perhaps access the Graduates skills on a contract basis ?	11/16/2018 9:48 AM
6	More prototyping experience	11/12/2018 9:08 PM
7	Graduates are generalists, is there a way to increase their knowledge in specific areas?	11/8/2018 12:36 PM

Asked only to respondents to answered "yes" to Q11.

Q15 How likely would you be to recommend KPU'S Technical Apparel program to your employees?

Answered: 11 Skipped: 2

ANSWER CHOICES	RESPONSES	
Extremely unlikely	0.00%	0
Somewhat unlikely	18.18%	2
Neither likely nor unlikely	36.36%	4
Somewhat likely	9.09%	1
Very likely	36.36%	4
TOTAL		11

Q16 Please provide a reason for why you are unlikely to recommend KPU's Technical Apparel program to your employees.

Answered: 2 Skipped: 11

#	RESPONSES	DATE
1	From what I've seen of the program curriculum and of the output of the students... yes they are able to think critically and technically and they can approach problems with "design thinking" but the program is not putting out designers. Design can not be taught in three semesters. It is a much longer journey of study. These students are strong developpers. I don't see alot of emphasis on the beauty of design in their work. Can they solve a problem. yes. But where is the process of refinement and creating beautiful shape and form?	11/21/2018 11:24 AM
2	Not entpractical experience	11/16/2018 1:11 PM

Asked only to those who answered "extremely unlikely" or "somewhat unlikely" to Q15.

Q17 If KPU were to offer a Master's in Technical Apparel, how likely would you be to recommend it to your employees?

Answered: 11 Skipped: 2

ANSWER CHOICES	RESPONSES	
Extremely unlikely	9.09%	1
Somewhat unlikely	9.09%	1
Neither likely nor unlikely	27.27%	3
Somewhat likely	36.36%	4
Very likely	18.18%	2
TOTAL		11

Q18 Please provide a reason for why you would be unlikely to recommend a Master's in Technical Apparel from KPU to your employees.

Answered: 2 Skipped: 11

#	RESPONSES	DATE
1	For the same reasons listed	11/21/2018 11:25 AM
2	To much theory, not applicable to actual work	11/16/2018 1:11 PM

Asked only to those who answered "extremely unlikely" or "somewhat unlikely" to Q17.

Q19 What steps should KPU take to make the program more appealing to people currently working in this discipline/sector?

Answered: 9 Skipped: 4

#	RESPONSES	DATE
1	co-op education terms state of the art textile / garment making equipment night courses	11/26/2018 3:46 PM
2	1.. Expand program to attract science students. 2. Partner with industry to give UG & grad student placements in TA companies. Using Mitacs programs for UG & grad students is a means to fund this approach. 3. The career possibilities in industry are under appreciated by post secondary students. Perhaps showcasing TAP graduates career paths is a means to inform post secondary students of this industry and career path.	11/25/2018 10:55 AM
3	Ability to complete program concurrently while working full time.	11/22/2018 9:00 AM
4	As a fabric company I do not think my input is applicable	11/16/2018 9:50 AM
5	Create opportunities for research - support businesses with research and/or incubate ideas for possible business applications. Lead the way in emerging areas - IoT/connectivity, AR/VR, Sustainability/Circularity Provide stand-alone courses for industry professionals to upgrade &/or learn new skills Build strategic partnerships with other leading institutions to develop complimentary skills (ie. Business, Science etc.) and/or research initiatives.	11/14/2018 9:59 PM
6	Access to other companies. Access to factories. Access to sourcing trade shows. When suppliers come into Vancouver to show their line to companies, they should think about visiting KPU as well.	11/14/2018 10:27 AM
7	Make the school more "known" globally so there is more cache attached to the Masters Degree.	11/12/2018 9:10 PM
8	Focus on skills that won't naturally be learned on the job - such as connectivity to materials science & manufacturing processes, business acumen in the design process	11/11/2018 11:58 AM
9	More focus on specific areas of knowledge.	11/8/2018 12:47 PM

Q20 What can KPU's Technical Apparel program do to build better connections with the discipline/sector?

Answered: 10 Skipped: 3

#	RESPONSES	DATE
1	more co-op / intern experiences	11/26/2018 3:46 PM
2	See above.	11/25/2018 10:55 AM
3	Provide workshops/courses to support industry gaps.	11/22/2018 9:00 AM
4	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 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.	11/21/2018 11:33 AM
5	Continue to grow coop placings.	11/16/2018 9:50 AM
6	Host working-groups to discuss emerging ideas & trends Focus less on trying to place students with Jobs & internships and rather highlight some of the more progressive & interesting projects through regular communication channels - email, social etc.	11/14/2018 9:59 PM
7	*internships are always good. *Opening up their grad show to a larger audience? *Engage industry to provide real life problem for the students to solve in a project. Industry to come in a present the problem and guide in solving methods. *Or maybe it is a Design Jam Day where groups have 24 hours to iterate and prototype a real life problem and have company reps judge...like they do in MBAs Case competitions. *Invite companies to fund research projects that benefit their company.	11/14/2018 10:27 AM
8	More Co Labs....maybe an interactive store.	11/12/2018 9:10 PM
9	The industry advisory committee engagement has significantly died off - make it easy and fun to attend when they are scheduled	11/11/2018 11:58 AM
10	Doing great, no recommendations.	11/8/2018 12:47 PM

Q21 If you would like to explore partnership opportunities with KPU's Technical Apparel programs, or connect with KPU students for work placements or other activities related to this program, please provide your email address. This information will be separated from your survey responses and sent to the program in a separate link so your survey answers will remain anonymous.

Answered: 2 Skipped: 11
