SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Regular Meeting
Wednesday, March 16, 2022
3:00 p.m. - 5:00 p.m.
MS Teams Online

AGENDA

1. Call to Order ....Amy Jeon   3:00

2. Approval of Agenda

3. Approval of Minutes, February 16, 2022

4. Chair's Report 3:05

    4.1. BA, Minor in Language and Culture Program Review Timeline

    4.2. Geography (BA Major, Minor and Associate Degree) Program Review Timeline

5. New Business ....

    5.1. Interior Design First Annual Follow-Up Report ....Lucie Gagné, Andhra Goundrey   3:15

    5.2. Accounting Second Annual Follow-Up Report ....Jaisun Garcha, Stephanie Howes   3:30

6. Items for Discussion..   3:45

7. Manager's Report for OPA 3:50

8. Adjournment..   3:55

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

MINUTES OF REGULAR MEETING
Wednesday, February 16, 2022
3:00 p.m. – 5:00 p.m.
MS Teams Online

Voting Member Quorum 8 members		
Xavier Ardez David Burns Shelley Boyd Aimee Begalka Lori McElroy Julia Denker	Melissa Swanink Marti Alger Courtney Verhage Nishan Perera Lindsay Norris Allison Richardson Fergal Callaghan Tomasz Gradowski	
		Non-voting
		Amy Jeon – Chair Steve Cardwell Melike Kinik-Dicleli
Regrets	**Senate Office**	**Guests**
Stephen Yezerinac Diane Purvey Leeann Waddington	Ruby Gupta Meredith Laird	Allyson Rozell Andhra Goundrey Betty Worobec Michael Nyenhuis Jessica Bayntun

1. **Territorial Acknowledgement and Call to Order**

   The Chair opened the meeting with a Territorial Acknowledgement and called the meeting to order at 3:00 p.m.

2. **Approval of Agenda**

   Melissa Swanink moved the agenda be confirmed as presented.

   The motion carried.

3. **Approval of Minutes January 19, 2021**

   Julia Denker moved the minutes be accepted as circulated.

   The motion carried.

4. **Chair's Report**

   The Chair informed the committee about Dean Betty Worobec's retirement and highlighted her contributions to the Faculty of Science and Horticulture program reviews.

   5.1 Education Assistant Program External Review Report

The Chair described the reviewer comments and noted that the proponent will make several minor edits as suggested by the reviewers.

Melissa Swanink moved THAT the Senate Standing Committee on Program Review accept the Education Assistant External Review Report as attached.

<div align="right">The motion carried.</div>

5.2 Technical Apparel Design First Annual Follow-Up Report

The Chair described the reviewer comments and the updates made by the program in response to the feedback. The Provost's office offered to provide assistance with articulation agreements when the program is ready to pursue that step.

Lindsay Norris moved THAT the Senate Standing Committee on Program Review accept the Technical Apparel Design First Annual Follow-Up Report as attached.

<div align="right">The motion carried</div>

Lori McElroy moved THAT Technical Apparel Design Program provide a second annual report to the Senate Standing Committee on Program Review.

<div align="right">The motion carried</div>

5.3 Mathematics Quality Assurance Plan

Allyson Rozell, Michael Nyenhuis, and Betty Worobec were present to answer questions and respond to the committee feedback. The Chair summarized the reviewers' comments and noted that the program submitted a revised document to address a number of suggested revisions.

The committee discussed what would be considered "appropriate support" as noted under item 2B, and how this might be identified. The committee suggested combining the two action items, listing them as two distinct steps: to first consult with academic advisors as one action, and to then plan the development of additional supports with timelines appropriate to the recommendations received.

The committee discussed the rationale behind examining the role of peer tutors within the Learning Centre under item 2E, along with the possibility of recognizing their tutoring through badging or documenting their contribution in ways they might use in future academic or career pursuits.

The proponent described efforts undertaken to investigate how courses may be shared with the University of the Fraser Valley and shared that scheduling with two institutions has proved challenging. The committee discussed several other programs at KPU that enroll students in differential level clusters, noting that this may create challenges in teaching and assessment as well as opportunities for student mentoring and leadership experiences.

The committee recommended removing mention of "History" in the course descriptions and to change the word "consider" to "explore" to make the action more concrete.

Marti Alger moved THAT the Senate Standing Committee on Program Review accept the Mathematics Quality Assurance Plan with amendments suggested by the committee.

<div align="right">The motion carried.</div>

6 Items for Discussion

David Burns informed the committee that the Ministry of Advanced Education and Skills Training is placing an increased focus on the information gained through Program Reviews.

The committee discussed that programs working to develop new program learning outcomes as part of program review may need more time than the standard review timeline, and that the default timelines can be adjusted to meet the needs of the program.

7 Manager's Report for OPA

The committee received the written report. Melike Kinik-Dicleli highlighted the kick-off for the Geography Program review and that the external reviews for Biology and Sustainable Agriculture would commence soon. The committee inquired whether the Office of Planning and Accountability might provide year-over-year reports on the number of QA reports produced.

8 Adjournment

David Burns moved THAT the University will never be the same and KPU will never forget Dean Betty's contributions.

Fergal Callaghan moved THAT the motion be amended to "and thanks her for brewing her own programs and guiding them through the program review process".

The amended motion carried unanimously.

The meeting adjourned at 3:58 p.m.

SENATE STANDING COMMITTEE ON PROGRAM REVIEW
Agenda Item: 4.1
Meeting Date: March 16, 2022
Presenter: Amy Jeon

Agenda Item	BA Minor in Language and Culture Program Review Timeline

Action Requested	Information

Recommended Resolution	N/A

Senate Standing Committee Report	For Senate Office Use Only
Context & Background	To ensure that program reviews are completed in a timely manner and that program review reports are based on relevant data, program reviews at KPU follow a timeline. All program reviews should be completed within 16 months from planning to the submission of the Quality Assurance Plan. Starting September 2020, the timelines for new program reviews will be presented to the Senate Standing Committee on Program Review. Attached is the program review timeline for the BA Minor in Language and Culture Program.
Key Messages	N/A
Consultations	BA Minor in Language and Culture Program Review Team
Attachments	BA Minor in Language and Culture Program Review Timeline
Submitted by	*Melike Kinik-Dicleli, Manager of Quality Assurance, Office of Planning & Accountability*
Date submitted	*Feb 25, 2022*

Program Review Team (in alphabetical order):
- Laurence Gauvreau
- Ana Robles
- Gurpreet Sian

The Program Review Team will be responsible for the following:
- Seeking support from Teaching and Learning Commons (TLC) to conduct the curriculum review, if needed.
- Collaborating with OPA to provide the following:
  - Program-level outcomes;
  - Names and contact information of discipline/sector representatives to be included in discipline/sector surveys;
  - Names and contact information of faculty members to be included in faculty surveys;
  - Feedback on surveys which OPA will design and administer.
- Writing reports using the templates provided and submit them according to the timelines endorsed by the SSCPR as presented below.
- Meeting with the Dean/Associate Dean regularly so they can be apprised of the direction of the review.
- Providing the Dean/Associate Dean draft reports so the Dean/Associate Dean can provide feedback and responses as required.
- Attending SSCPR meetings to present reports (only one member of the team is required to attend though all are certainly welcome).

The Program Review Timeline consists of 7 phases:
1. Getting Started
2. Curriculum Review
3. Data Collection
4. Self-Study
5. External Review
6. Quality Assurance Plan Development (needs to be signed off by the Dean and Provost)
7. Annual Follow-Up Reporting

It should take approximately **16 months from beginning of Self-Study to the submission of the Quality Assurance Plan**. The first Annual Follow-Up Report should be submitted one year after the approval of the Quality Assurance Plan. The Annual Follow-Up Reporting continues until a program can demonstrate, to the satisfaction of the SSCPR, substantial completion of the Quality Assurance Plan.

The chart below provides a visual representation of the proposed timeline including elapsed time and report submissions.

Phases	Months																	
	Dec 21	Jan 22	Feb 22	Mar 22	Apr 22	May 22	June 22	July 22	Aug 22	Sep 22	Oct 22	Nov 22	Dec 22	Jan 23	Feb 23	Mar 23	Apr 23	May 23
1. Getting Started	■																	
2. Curriculum Review		■	■	■														
3. Data Collection				■	■	■												
4. Self-Study Preparation		■	■	■	■	■	■	■	◈									
4. Self-Study Review/Revisions									■	◈								
5. External Review										■	■	■	■	◈				
6. Quality Assurance Plan Development															■	■	■	◈
One Year Later																		
7. First Annual Follow-Up Report																		

◈ Report submission months
Note: External Review Report is submitted by the External Review Team, not by the Program Review Team.

The tasks involved in each phase of the program review process are described on the following pages.

PROPOSED TIMELINE FOR PROGRAM REVIEW: BA Minor in Language and Culture

PHASE 1	Month/Year	Tasks
GETTING STARTED	November 2021	• Manager, Quality Assurance sends Program Chair information about program review before the initial planning meeting.
	December 17, 2021	• Manager, Quality Assurance and Chair of SSCPR meet with Program Review Team to outline the purpose and process for program review and expectations for reports and timing.
	December 20, 2021	• Manager, Quality Assurance sends Program Review Team the guides and reporting templates.
PHASE 2	**Month/Year**	**Tasks**
CURRICULUM REVIEW	January - March 2022	• Program Review Team conducts the curriculum review, which becomes part of the self-study report. • Support is available from Educational Consultants at the Teaching and Learning Commons. The Manager, Quality Assurance will provide an introduction.
PHASE 3	**Month/Year**	**Tasks**
DATA COLLECTION	March 2022	• Manager, Quality Assurance sends Program Review Team the administrative data report needed for the Self-Study Report. • Program Review Team submits additional administrative data requests, if needed, to the Manager, Quality Assurance.
	March 2022	• Program Review Team provides program-level learning outcomes for Quality Assurance Team to include in surveys. • Program Review Team provides additional type of information, if any, they want to collect through surveys. • Quality Assurance Team customizes surveys for students, alumni, faculty, discipline/sector and seeks feedback from Program Review Team. • Program Review Team submits names and contact information of discipline/sector representatives and faculty members to be surveyed.
	End of March 2022	• Quality Assurance Team launches surveys for students and faculty.
	Mid-April 2022	• Quality Assurance Team launches surveys for alumni and discipline/sector representatives.
	First week of May 2022	• Quality Assurance Team provides survey data reports.
PHASE 4	**Month/Year**	**Tasks**
SELF-STUDY PREPARATION	January 2022	• Program Review Team begins work on the Self-Study Report. • Program Review Team starts collecting relevant appendices for Self-Study Report.
SELF-STUDY REVIEW/REVISIONS	August 2022	• Program Review Team completes draft of Self-Study Report and sends to Dean.
	September 2022	• Program Review Team completes revisions, if any, requested by the Dean and submits the report to SSCPR (5 weeks before the October meeting date).
	Third week of September 2022	• SSCPR members assigned to review Self-Study Report review the report and provide written feedback on necessary revisions.

	October 2022	• Program Review Team completes revisions to the Self-Study Report and submits it to SSCPR (one week before the meeting).
	October 2022	• SSCPR reviews Self-Study Report at the October 2022 meeting.
PHASE 5	**Month/Year**	**Tasks**
EXTERNAL REVIEW SITE VISIT	September 2022	• Program Review Team sends names of potential external reviewers. • SSCPR selects external reviewers.
	October 2022	• Program Review Team, with the help of Manager, Quality Assurance, begins planning external review. • Dean invites two external reviewers. • SSCPR Chair appoints KPU faculty member to the panel.
	November 2022	• External review site visit, with participation of Program faculty, students, alumni and PAC members, takes place.
EXTERNAL REVIEW REPORT	January 2023	• External reviewers submit External Review Report.
	January 2023	• SSCPR reviews External Review Report at the January 2023 meeting. • Approved External Review Report is sent to Program Review Team and Dean.
PHASE 6	**Month/Year**	**Tasks**
QUALITY ASSURANCE PLAN DEVELOPMENT	February 2023	• Program Review Team beings writing Quality Assurance Plan in consultation with the Dean.
	April 2023	• Program Review Team and Dean meets with the Provost to discuss the Quality Assurance Plan.
	May 2023	• Program Review Team submits Quality Assurance Plan to the SSCPR.
	May 2023	• SSCPR reviews Quality Assurance Plan at the May 2023 meeting. • Approved Quality Assurance Plan along with the Annual Follow-Up template and guide are sent to the Program Review Team.
PHASE 7	**Month/Year**	**Tasks**
ANNUAL FOLLOW-UP REPORTING	May 2024	• Program Review Team submits first Annual Follow-Up Report. • SSCPR reviews Annual Follow-Up Report and decides whether the annual follow-up reporting should continue the following year.

SENATE STANDING COMMITTEE ON PROGRAM REVIEW
Agenda Item: 4.2
Meeting Date: March 16, 2022
Presenter: Amy Jeon

Agenda Item	Geography Program Review Timeline
Action Requested	**Information**

Recommended Resolution	**N/A**

Senate Standing Committee Report	For Senate Office Use Only
Context & Background	To ensure that program reviews are completed in a timely manner and that program review reports are based on relevant data, program reviews at KPU follow a timeline. All program reviews should be completed within 16 months from planning to the submission of the Quality Assurance Plan. Starting September 2020, the timelines for new program reviews will be presented to the Senate Standing Committee on Program Review. Attached is the program review timeline for the Geography (BA Major, Minor, and Associate Degree) Programs.
Key Messages	N/A
Consultations	Geography Program Review Team
Attachments	Geography Program Review Timeline
Submitted by	*Melike Kinik-Dicleli, Manager of Quality Assurance, Office of Planning & Accountability*
Date submitted	*February 25, 2022*

PROPOSED TIMELINE FOR PROGRAM REVIEW: BA, Major in Applied Geography, BA, Minor in Geography, Associate of Arts, Geography

Finalized at the Senate Standing Committee on Program Review (SSCPR) on DAY/MONTH/YEAR.

Program Review Team (in alphabetical order):
- David Sadoway
- Dola Pradhan
- John Martin
- John Rose
- Parthi Krishnan

The Program Review Team will be responsible for the following:
- Seeking support from Teaching and Learning Commons (TLC) to conduct the curriculum review, if needed.
- Collaborating with OPA to provide the following:
  o Program-level outcomes;
  o Names and contact information of discipline/sector representatives to be included in discipline/sector surveys;
  o Names and contact information of faculty members to be included in faculty surveys;
  o Feedback on surveys which OPA will design and administer.
- Writing reports using the templates provided and submit them according to the timelines endorsed by the SSCPR as presented below.
- Meeting with the Dean/Associate Dean regularly so they can be apprised of the direction of the review.
- Providing the Dean/Associate Dean draft reports so the Dean/Associate Dean can provide feedback and responses as required.
- Attending SSCPR meetings to present reports (only one member of the team is required to attend though all are certainly welcome).

The Program Review Timeline consists of 7 phases:
1. Getting Started
2. Curriculum Review
3. Data Collection
4. Self-Study
5. External Review
6. Quality Assurance Plan Development (needs to be signed off by the Dean and Provost)
7. Annual Follow-Up Reporting

It should take approximately **16 months from beginning of Self-Study to the submission of the Quality Assurance Plan**. The first Annual Follow-Up Report should be submitted one year after the approval of the Quality Assurance Plan. The Annual Follow-Up Reporting continues until a program can demonstrate, to the satisfaction of the SSCPR, substantial completion of the Quality Assurance Plan.

PROPOSED TIMELINE FOR PROGRAM REVIEW: BA, Major in Applied Geography, BA, Minor in Geography, Associate of Arts, Geography

The chart below provides a visual representation of the proposed timeline including elapsed time and report submissions.

Phases	Months																	
	Feb 22	Mar 22	Apr 22	May 22	June 22	July 22	Aug 22	Sep 22	Oct 22	Nov 22	Dec 22	Jan 23	Feb 23	Mar 23	Apr 23	May 23	June 23	July 23
1. Getting Started	■																	
2. Curriculum Review		■	■	■														
3. Data Collection				■	■	■												
4. Self-Study Report Preparation		■	■	■	■	■	■	■	◈									
4. Self-Study Report Review / Revisions									■	◈								
5. External Review										■	■	■	■	◈				
6. Quality Assurance Plan Development															■	■	■	◈
One Year Later																		
7. First Annual Follow-Up Report																		

◈ Report submission months
Note: External Review Report is submitted by the External Review Team, not by the Program Review Team.

The tasks involved in each phase of the program review process are described on the following pages.

PROPOSED TIMELINE FOR PROGRAM REVIEW: BA, Major in Applied Geography, BA, Minor in Geography, Associate of Arts, Geography

PHASE 1	Month/Year	Tasks
GETTING STARTED	November 24, 2021	• Manager, Quality Assurance sends Program Chair information about program review before the initial planning meeting.
	February 15, 2022	• Manager, Quality Assurance and Chair of SSCPR meet with Program Review Team to outline the purpose and process for program review and expectations for reports and timing.
	February 23, 2022	• Manager, Quality Assurance sends Program Review Team the guides and reporting templates.

PHASE 2	Month/Year	Tasks
CURRICULUM REVIEW	March-May 2022	• Program Review Team conducts the curriculum review, which becomes part of the self-study report. • Support is available from Educational Consultants at the Teaching and Learning Commons. The Manager, Quality Assurance will provide an introduction.

PHASE 3	Month/Year	Tasks
DATA COLLECTION	May 2022	• Manager, Quality Assurance sends Program Review Team the administrative data report needed for the Self-Study Report. • Program Review Team submits additional administrative data requests, if needed, to the Manager, Quality Assurance.
	May 2022	• Program Review Team provides program-level learning outcomes for Quality Assurance Team to include in surveys. • Program Review Team provides additional type of information, if any, they want to collect through surveys. • Quality Assurance Team customizes surveys for students, alumni, faculty, discipline/sector and seeks feedback from Program Review Team. • Program Review Team submits names and contact information of discipline/sector representatives and faculty members to be surveyed.
	June 2022	• Quality Assurance Team launches surveys for students, alumni, faculty and discipline/sector representatives.
	July 2022	• Quality Assurance Team provides survey data reports.

PHASE 4	Month/Year	Tasks
SELF-STUDY REPORT PREPARATION	March 2022	• Program Review Team begins work on the Self-Study Report. • Program Review Team starts collecting relevant appendices for Self-Study Report.
	October 2022	• Program Review Team completes draft of Self-Study Report and sends to Dean.
	November 2022	• Program Review Team completes revisions, if any, requested by the Dean and submits the report to SSCPR.
SELF-STUDY REPORT REVIEW/REVISIONS	December 2022	• SSCPR members assigned to review Self-Study Report review the report and provide written feedback on necessary revisions.
	January 2023	• Program Review Team completes revisions to the Self-Study Report and submits it to SSCPR (one week before the meeting).
	January 2023	• SSCPR reviews Self-Study Report at the January 2023 meeting.

PHASE 5	Month/Year	Tasks
EXTERNAL REVIEW SITE VISIT	November 2022	• Program Review Team sends names of potential external reviewers. • SSCPR selects external reviewers.
	November 2022	• Program Review Team, with the help of Manager, Quality Assurance, begins planning external review. • Dean invites two external reviewers. • SSCPR Chair appoints KPU faculty member to the panel.
	February 2023	• External review site visit, with participation of Program faculty, students, alumni and PAC members, takes place.
EXTERNAL REVIEW REPORT	March 2023	• External reviewers submit External Review Report.
	April 2023	• SSCPR reviews External Review Report at the April 2023 meeting. • Approved External Review Report is sent to Program Review Team and Dean.
PHASE 6	**Month/Year**	**Tasks**
QUALITY ASSURANCE PLAN DEVELOPMENT	April 2023	• Program Review Team beings writing Quality Assurance Plan in consultation with the Dean.
	July 2023	• Program Review Team and Dean meets with the Provost to discuss the Quality Assurance Plan.
	July 2023	• Program Review Team submits Quality Assurance Plan to the SSCPR.
	September 2023	• SSCPR reviews Quality Assurance Plan at the September 2023 meeting. • Approved Quality Assurance Plan along with the Annual Follow-Up template and guide are sent to the Program Review Team.
PHASE 7	**Month/Year**	**Tasks**
ANNUAL FOLLOW-UP REPORTING	September 2024	• Program Review Team submits first Annual Follow-Up Report. • SSCPR reviews Annual Follow-Up Report and decides whether the annual follow-up reporting should continue the following year.

SENATE STANDING COMMITTEE ON PROGRAM REVIEW
Agenda Item: 5.1
Meeting Date: March 16, 2022
Presenter: Lucie Gagné, Andhra Goundrey

Agenda Item	Interior Design First Annual Follow-Up Report

Action Requested	Motion

Recommended Resolution	THAT the Senate Standing Committee on Program Review accept the Interior Design First Annual Follow-Up Report as attached.
Senate Standing Committee Report	For Senate Office Use Only
Attachments	Interior Design First Annual Follow-Up Report
Submitted by	*Melike Kinik-Dicleli, Manager of Quality Assurance*
Date submitted	*February 25, 2022*

Interior Design First Annual Follow-Up Report

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

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

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

Date First Annual Follow-Up Report submitted: February 23, 2022

First Progress Report

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

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

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

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
Schedule ongoing faculty meetings and work collaboratively, utilizing reflective practice techniques and strategic ways to review/refine/revise program content (existing curriculum, structure, and outcomes) based on the recommendations made by CIDA's latest accreditation report as well as our internal review. • Revise curriculum content to ensure professional readiness, and to address future trends and drivers for change such as sustainability, advancement in technology, and globalization.	IDSN Chair & Faculty	Spring 2021 & IDSN May 2021 Faculty Retreat	Dec 2021 **Completed**	**Accomplished** Over the spring, early summer and fall semester, Interior Design faculty met regularly to work collaboratively on curriculum revisions. This included a series of intensive meetings at the end of the spring semester, continued with refinements over the summer, and required regularly weekly/bi-weekly meetings during the fall semester to revise the program and approve course outlines. Proposed changes reflect an evolution of our curriculum and seek to address key recommendations made by our latest accreditation report as well as our internal review. The team will continue the practice of curriculum review, assessment, and alignment on an annual basis.

• Review curriculum integration to support learner convergence of knowledge base while meeting skill development targets. • Work to better streamline projects and deliverables. • Review curriculum in relation to Ministry skill development measures and targets, particularly related to writing and comprehension. • Respond to the British Columbia K-12 curriculum transformation.				
Consult with appropriate stakeholders, including industry partners.	IDSN Chair & Faculty	Early Spring 2021	Mid June 2021 **Completed**	**Accomplished** Informal consultations with various stakeholders took place in the spring & summer 2021.

Consult with various stakeholders regarding a name change for the program as well as investigate the potential of changing the program to an Honours degree designation.
 	
• Including consulting with Josephine Chan (Provost/VPA Office) and David Burns (Senate Office) on AC 10 process on timing for possible Honours degree designation/name change.
	IDSN Chair & Faculty	Jan 2021	(Feb 2021)
			
			Completed
			Dec 2021
				Accomplished
				Consultations with the following key stakeholders started in spring of 2021 and continued throughout the fall 2021:
				    Office of the Provost:
				        - *Sandy Vanderburgh*
				        - *Diane Purvey (Pro-Tem Provost & VP, Academic)*
				        - *David Burns (Pro-Tem Associate Vice President Academic)*
				    Vice Chair of Senate:
				        - *David Burns, Josephine Chan, Amy Jeon*:
				    Other(s)
				        - *Andhra Goundrey (Dean, WSD)*
				        - *WSD Curriculum Committee*
				        - *Nick Bransford (as Academic Advisor)*
				        - *Nadia Henwood*
				        - *Stephen Yezerinac*
				
				We are moving ahead with offering an honours option to the degree – pending Senate approval on Feb 28, 2022.

Work on a timeline and strategy for rolling out any curricular changes as needed.	IDSN Chair & Faculty	Mar 2021	(May 2021)	**Accomplished**

			Completed Dec 2021	Strategy for the rollout of the revised curriculum submitted to WSD Curriculum Committee January 2022
Revise and Update all course outlines.	IDSN Chair & Faculty	Sept 2021	Dec 2021 **Completed**	**Accomplished**
Submit proposal and changes to Curriculum Committee and follow KPU process for approval.	IDSN Chair & Faculty	Jan 2022	Jan 2022 **Completed**	**Accomplished** Curriculum revisions approved at WSD Curriculum Committee January 2022 meeting.
Submit D7 form and course outlines for SSCC approval.	IDSN Chair & Faculty	Jan 2022	Feb 2022 **Completed**	**Accomplished** Submitted and approved at SSCC February 9, 2022 meeting.
SSCC package to Senate for approval.	IDSN Chair & Faculty	Feb 2022	Feb 2022	**In Progress** Submitted to Senate February 28, 2022 meeting (TBD)
Communicate changes broadly to appropriate stakeholders.	IDSN Chair & Program Assistant	Feb 2022	~~Feb 2022~~ March/April	**In progress** Pending Senate approval. Once changes are approved, we will work closely with WSD Communications + Events, Coordinator, and KPU Marketing to communicate and promote our program and our unique niche in the market place. Initial communication plan will be implemented starting March / April, and the campaign will continue into subsequent years.
Implement revised course curriculum.	IDSN Chair & Faculty	Sept 2022	(~~Sept 2022~~) May 2024	**Pending** Pending Senate approval, implementation of the revised curriculum will start fall 2022 and roll out over 2 years, with the completed transition to the revised BID & BID Honours by the end of spring 2024. Transition Plan Overview provided as part of D7 submission. The department is planning course implementation workshop(s) in May/22 to facilitate student focused delivery models?
Monitor course revision effectiveness and renew, update and amend as needed.	IDSN Chair & Faculty	Sept 2022	(~~May 2023~~) May 2024	**Pending program revision implementation**

Interior Design First Annual Follow-Up Report

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

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

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Review the degree to find strategies for no textbooks or alternatives at no cost in order to make the degree qualify for the Zero Textbook Costs program.	IDSN Chair & Faculty	Jan 2021	Feb/Mar 2021 **Completed**	**Accomplished**
Work with Teaching & Learning team and Open Education Strategist to make the degree qualify for ZTC.	IDSN Chair & Faculty	Jan 2021	Feb/Mar 2021 **Completed**	**Accomplished** In spring 2021, the Interior Design program became the 2nd program within the Wilson School of Design to join the Zero Textbook Cost (ZTC) program at KPU. Faculty continue to work closely with KPU Library to keep up to date with resources available, as well as creating 'digital book boxes' to help student access resources directly from course Moodle sites.
Communicate broadly to appropriate stakeholders.	IDSN Chair & Program Assistant	Spring 2021	Spring 2021 **Completed**	**Accomplished** The program provides ongoing communication about the ZTC program including via program website, info sessions, university calendar, as well as KPU marketing material: KPU classes - with $0 for textbooks!	KPU.ca - Kwantlen Polytechnic University

Interior Design First Annual Follow-Up Report

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

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

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Work with the Dean's office as well as Teaching and Learning team under the Continuing and Professional Studies framework to explore opportunities to offer condensed courses/workshops at a cost for those interested Interior Design as well as for industry required Continuing Ed Units (CEU).	IDSN Chair & faculty	Jan 2021	~~2023~~ Fall 2025	**In progress** In ongoing conversations with our Advisory Board and industry members we have been exploring the potential of offering Continuing Ed Units (CEU) to ensure the viability of what we could offer. At our spring 2021 department retreat, faculty made the decision to prioritize and focus on program and curricular revisions and to delay the development and implementation of non-mandatory workshops, CEUs, and CPS courses.
Monitor student demand (past, present and future), comparable programs at competing institutions, trends and changing contexts in the discipline/sector.	IDSN Chair & Program Assistant	On-going	Fall 2025	**In progress** As an accredited selective entry program, monitoring and analysis of student demand, enrolment data, trends, as well as monitoring comparable programs at competing institution is something we do on an ongoing basis. Additionally, it is a requirement of our industry accrediting body (CIDA) that we collect and publish, on an annual basis, reliable information regarding student achievement, including aggregate data addressing attrition and retention, graduation rates, job placement rates, and acceptance into graduate programs. We have reached out to KPU Office of Planning & Accountability (OPA) for support collecting some of this data.
Re-assess Portfolio entrance requirements to align with the evolving profile of the incoming applicant.	IDSN Chair & faculty	Jan 2021	May 2021 **Completed**	**Accomplished** We de-brief and review our portfolio requirements yearly on an ongoing basis to make sure we are responding to the evolving profile of incoming applicants.
Develop and offer non-mandatory summer intensives courses and/or technical skills workshops to applicants and students	IDSN Chair & faculty	~~(2021)~~ Spring 2023	Summer ~~2021~~ 2025	**Pending** At our spring 2021 department retreat, faculty made the decision to prioritize and focus on program and curricular revisions and to delay the development and implementation of non-mandatory workshops and CPS courses, and wait

				for the result of the Wilson School of Design Strategic Study being done by the Management Consulting firm BDO before moving ahead with any initiatives.
Develop a plan for implementation of proposed CPS offerings and non-mandatory summer intensives courses and/or workshops.	IDSN Chair & faculty	~~(2021)~~ Spring 2023	Summer ~~2021~~ 2025	**Pending** Based on the recommendations outlined in the WSD Strategic Study, moving forward, faculty will work collectively with the Dean's office as well as other programs in the WSD to consider how best to enhance our offerings across the WSD.
Research and investigate potential for Articulation and more formal Transfer Agreements with other institutions.	IDSN Chair & faculty	May 2021	2024	**In progress** The department has identified a number of institutions with whom we can explore potential articulation or transfer agreement. Additionally, we are working on an on-going basis with KPU International to identify potential partners, and are currently in conversation with the Canadian University Dubai to formalize an Articulation Agreement.
Investigate the opportunities of offering micro-credentials and upgrade courses including badges, short term courses and flexible learning strategies, etc.	IDSN Chair & faculty	2021	2026	**In progress** Based on the recommendations outlined in the WSD Strategic Study, moving forward, faculty will work collectively with the Dean's office as well as other programs in the WSD to consider how best to enhance our offerings across the WSD.
Explore opportunities to work with post-graduate students in the form of professional development and updated technological studies.	IDSN Chair & faculty	~~2021~~ Spring 2023	2026	**Pending** At our spring 2021 department retreat, faculty made the decision to prioritize and focus on program and curricular revisions.
Work with the Future Students Office and Marketing to promote CPS courses and/or workshops offerings.	IDSN Chair & Program Assistant	~~(2021)~~ Spring 2023	~~Spring 2021~~ 2025	**Pending** As mentioned above, faculty made the decision to delay the development and implementation of non-mandatory workshops and CPS courses, and to work collectively to consider how best to enhance our offerings across the WSD.

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

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

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress

Establish a department/faculty committee that will work to:
 	
• explore ways of working with other academic units (in a variety of capacities) in order to expand on cross-discipline opportunities;
• further evaluate opportunities for community service/learning & work with our program advisory committee to define how community service/learning opportunities can be best structured to maximize both service learning and leadership skills development for our students;
• look for meaningful ways to build collaborative partnership with indigenous communities and to expand Indigenous participation in the program;
• work with research centers and community organizations to link student projects and research projects with various community needs;
• seek opportunities for financial support for the research and teaching activities conducted in the faculty
	IDSN Chair & faculty	Spring 2021	~~Fall 2026~~
			
			Completed
			
			Fall 2021
				Accomplished
				Over the past year, various faculty have worked collaboratively taking on specific initiatives based on their interests:
				➤ *Working with other academic units*:
				Lucie Gagné (Chair), Marlis Joller & Brenda Snaith
				  o We have reached out to CADD to explore potential collaboration (e.g. the use of virtual and augmented reality (VR and AR) in teaching building systems; potential offerings of CAD courses to IDSN students, etc...).
				  o We are exploring possible collaboration with Trades (e.g. the container project).
				  o We are in the process of reaching out to Psychology regarding possible collaboration teaching our Human Factors course.
				➤ *Community service/learning opportunities*:
				Lucie Gagné (Chair) & all
				  o All team members in the program are constantly expanding their network and work closely with our industry partners (e.g., Advisory Committee and guest speakers) to find opportunities for hands-on/real life experiences for our students; as well as incorporating learning activities that include professional, international, and community partnerships.
				  o Our new revised senior studio will provide more opportunities to respond to and engage in community projects.
				  o Lucie Gagné (Chair) & Stephanie St. Loe are currently participating in the KPU Practicum & Service Learning Group led by Larissa Petrillo.
				  o Brenda Snaith is the current Interior Design faculty liaison to the Climate Action Committee of our Professional Association body

				(IDIBC), arranging volunteer and mentoring opportunities with professional registered, intern, and student members across BC.
				
				➢ *Partnership with Indigenous communities:*
				Lucie Gagné (Chair), & Erika Balcombe
				   o We continue to strive to work in close collaboration with Indigenous communities whenever the opportunity arises, and most specifically with our name sake the Kwantlen First Nations & the Seyem Qwantlen Business group.
				   o As part of our curriculum revisions, faculty worked to update content to include decolonizing perspectives and strategies to invite Indigenous participation in the program.
				   o Last fall, the Langley Centennial Museum, working in close collaboration with the Katzie, Kwantlen, and Matsqui First Nations, reached out to ask for our participation in the 'Exhibition Development and Design Advisory Group' for the design of the new museum exhibition spaces; faculty member Erika Balcombe agreed to participate in the process, and we hope moving forward this may lead to opportunity for student involvement.
				
				➢ *Research projects:*
				Lucie Gagné (Chair), Paola Gavilanez & Stephanie St. Loe
				   o Faculty are considering ways to expand applied research opportunities for faculty and students moving forward.
				   o With the support of faculty, a 3rd year interior design student received a Student Research and Innovation Grant, and is currently working with faculty member Stephanie St. Loe as part of a pilot project looking at best practices for teaching and learning in a hybrid format (partly face-to-face and partly remote).
				
				The work of this committee is ongoing and the department / faculty will set annual targets.

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

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

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Assess how the program aligns with the university's strategic plans for internationalization.	IDSN Chair & faculty	Jan 2021	Fall 2021 **Completed**	**Accomplished** The department works closely and on an on-going basis with KPU International. As part of the department spring 2021 retreat, faculty accessed and affirmed that our program continues to align with the university's strategic plans for internationalization.
Work with the WSD Dean and in close collaboration with KPU International office to: • re-assess existing international partnerships; • expand partnerships and opportunities for bilateral exchange agreements; • explore opportunities to acquire funding for mobility projects; • explore opportunities of faculty exchanges, visiting academics, as well as research opportunities.	IDSN Chair	Jan 2021	Fall 2025	**In progress** Over the past year, we have continued to work in close collaboration with KPU International Office on our stated steps to build / expand international opportunities. In particular, re-assessing existing international partnerships (Exchange Partner Renewal Evaluation); and currently working on Course Mapping and Articulation Agreement with Canadian University Dubai.

Interior Design First Annual Follow-Up Report

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

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

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Schedule professional development faculty meeting(s) to: • review and re-assess our faculty professional development (PD) needs; • outline strategies for continued support of faculty PD in order to maintain educational and professional currency; • assess our needs for training from Teaching & Learning; • find ways to encourage sharing of information and dissemination of PD information & experiences between faculty.	IDSN Chair & PD Rep.	Spring 2021 & IDSN May 2021 Faculty Retreat	Jan 2026	**In progress** Faculty continue to be very active in the profession and participate in relevant scholarly and professional development activities. In the last year, professional development has included innovative approaches to teaching and learning, technology-supported instruction, on-line course website development, e-portfolio, and mobile e-learning strategies, etc… Faculty have identified needs for support and we are in the process of planning a series of workshops for our department year-end spring retreat. We hope to include the following: Teaching & Learning to support curriculum mapping workshop; Jennifer Anaquod, Indigenous Studies; as well as the Learning Center.
IDSN Search Committee to meet to: • discuss strategies for how to increase diversity in the program; • develop approaches for transfer of knowledge and curriculum continuance to ensure program sustainability (i.e. succession planning), and how to build capacity for who can replace outgoing faculty when they leave; increases the availability of experienced and capable faculty that are prepared to teach across the curriculum as courses become available (i.e. teaching inventory).	IDSN Search Committee	Spring 2021	Jan 2026	**In progress** The Interior Design Search Advisory Committee meets regularly and works in close collaboration with the Dean's office. Currently, the Search Advisory Committee is assessing the changes in teaching inventory resulting from our program and curriculum revisions. In addition, the committee is considering the impact of up-coming retirements of the only two full-time faculty over the next few years, and how best to plan for succession.

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

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

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Work with the Future Students Office and Marketing on a wider strategy to: • improve applications to current degree holders, diploma holders, males, and mature students; • attract applicants that have a high likelihood of success academically and professionally; • promote and highlight our unique attributes, such as our Entrance Scholarship and potential for students to achieve a minor in a chosen discipline, etc.	IDSN Chair & Program Assistant	On-going	Fall 2025	**In progress** In addition to information provided on the program website, university calendar, and KPU marketing material, Interior Design has been working closely with WSD Communications + Events, Coordinator, as well as KPU Future Students Office (FSO) to promote our program. For example, inclusion of our program in WSD initiatives such as: • Info sessions & Portfolio Day events • Grad Website • Comprehensive Social Media marketing campaign • Digital Media Youth Expo • Video productions • WSD Faculty Showcase and KPU Open House
Closely observe the direction of competing institutions such as BCIT and Vancouver Island University and seek strategies to highlight our unique niche in the marketplace.	IDSN Chair & Program Assistant	On-going	Fall 2025	**In progress** Monitoring comparable programs at competing institutions is something we do on an ongoing basis in order to stay abreast of the contexts in our discipline/sector. An analysis of comparable program locally, as well as nationally and internationally, is in large part what drove our decision to pursue the implementation of an honours option to the degree. This will increase program recognition and highlight our program's unique niche in the marketplace. (The competitive environment within the province currently offers 3 (and soon 4) programs that are CIDA accredited.)
Work with the Future Students Office and Marketing to promote CPS courses and/or workshops offerings.	IDSN Chair & Program Assistant	~~(2021)~~ Spring 2023	~~Spring 2021~~ 2025	**Pending** Pending development and implementation of CPS courses and/or workshops offerings – see Strategy 3.

PROGRAM UNDER REVIEW: Interior Design

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

OVERALL ASSESSMENT:
Please provide a brief assessment of the Annual Follow-Up Report under review and an overall recommendation.
Reviewer #1: This is a thorough action plan with a well written detailed report and achievable timelines. This small team has clearly accomplished a lot – Congratulations!

Reviewer #2: Congratulations to the program on following through on so much of the QA plan. A lot has been accomplished and a lot is still being done. My main comment is on some of the timelines that have completion dates of several years from now. While that in itself is not a problem as it is normal for many changes to happen over several years, it would be good if, for some of them, a smaller intermediate step could be identified that could be achieved in the coming year. That way, if there is a second annual follow-up report next year, it will be possible to gauge the progress that happens between now and then. Note: I have not included a similar request for the development of the CPS courses/workshops, which seems to have been postponed to beyond the timeframe of this review (which makes sense to me, given the large number of other changes that are planned and being implemented).

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

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

MAJOR ISSUES AND SUGGESTED ACTIONS:
Complete this section <u>ONLY</u> if you have identified the following major issues with the Annual Follow-Up:
   a)   Progress to date is unclear.
   b)   No clear rationale has been provided for why no progress has occurred.

Issue (page #)	Suggested Action
Page 2, strategy 1, step 2. "Consult with appropriate stakeholders..."	Could you give some examples of the kinds of stakeholders that were consulted?
Page 2, strategy 1, step 3. This step is about both a name change and the development of an honours program. The progress on development of an honours program is clear, but the Progress column does not mention the name change.	Can you add something about the progress on the name change?
Page 4, strategy 2, step 1.	Could you include some info on how step 1 was accomplished (or just refer the reader to the outcomes of the steps below it).

Page 5, strategy 3, step 2. Monitoring demand and trends.	In the progress column, could you include an intermediate target date (say early 2023) by which time some of the data can be collected? That would allow progress to be gauged at time of second follow-up report (if there is one).
Page 6, strategy 3, step 6. Potential for articulation and transfer agreements.	In the Progress column, can you indicate if some of the investigation will likely be done by this time next year? That would allow progress to be gauged at time of second follow-up report (if there is one).
Page 9, strategy 5, step 2. Exploring internationalization.	Perhaps indicate if some of this can be done by next year to allow progress to be gauged in second follow-up report.
Page 10, strategy 6, step 2.	In progress column, can you indicate what can be done by next year? (For example, the assessment of the changes in teaching inventory?)
Page 11, strategy 7.	For each of the three steps, can you indicate parts of them that could be completed by next year?

MINOR EDITS (Spelling, syntax, word choice and other mechanical issues).
Please list corresponding page numbers. Minor edits are NOT discussed at the SSCPR meeting. Add or remove rows as needed.

Minor Edits (page #)
Page 1, strategy 1, step 1. Define CIDA.
Page 3, strategy 1, step 7. Specify that D7 is the program change form (since this document may be read in future by people from outside KPU who are not familiar with our form numbers).
Page 3, strategy 1, step 8. I suggest updating wording of progress column to reflect outcome of the Senate meeting.
Page 3, strategy 1, step 10. Is the question mark at the end a typo?
Page 4, strategy 2, step 3. Is there a danger of including links that may change or be removed in future? (Since this document may be reviewed as part of an audit years from now.) Perhaps the description before the link is sufficient.
Page 9, strategy 5, step1. In the Progress column, should "accessed" be "assessed"?

Interior Design First Annual Follow-Up Report

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

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

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

Date First Annual Follow-Up Report submitted: February 23, 2022 – revised March 09, 2022

First Progress Report

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

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

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

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
Schedule ongoing faculty meetings and work collaboratively, utilizing reflective practice techniques and strategic ways to review/refine/revise program content (existing curriculum, structure, and outcomes) based on the recommendations made by the Council for Interior Design Accreditation 's (CIDA) latest accreditation report as well as our internal review. • Revise curriculum content to ensure professional readiness, and to address future trends and drivers for change such as sustainability, advancement in technology, and globalization.	IDSN Chair & Faculty	Spring 2021 & IDSN May 2021 Faculty Retreat	Dec 2021 **Completed**	**Accomplished** Over the spring, early summer and fall semester, Interior Design faculty met regularly to work collaboratively on curriculum revisions. This included a series of intensive meetings at the end of the spring semester, continued with refinements over the summer, and required regularly weekly/bi-weekly meetings during the fall semester to revise the program and approve course outlines. Proposed changes reflect an evolution of our curriculum and seek to address key recommendations made by our latest accreditation report as well as our internal review. The team will continue the practice of curriculum review, assessment, and alignment on an annual basis.

• Review curriculum integration to support learner convergence of knowledge base while meeting skill development targets. • Work to better streamline projects and deliverables. • Review curriculum in relation to Ministry skill development measures and targets, particularly related to writing and comprehension. • Respond to the British Columbia K-12 curriculum transformation.				
Consult with appropriate stakeholders, including industry partners.	IDSN Chair & Faculty	Early Spring 2021	Mid June 2021 **Completed**	**Accomplished** Informal consultations with various stakeholders took place in the spring & summer 2021. Stakeholders included Advisory Committee members, for example committee chair Start Rothnie (principal at HCMA Architecture + Design), Carol Jones (principal at Kasian Architecture Interior Design and Planning & 2010 KPU Honorary Degree recipient); plus, various industry guest reviewers and alumni of the program.
Consult with various stakeholders regarding a name change for the program as well as investigate the potential of changing the program to an Honours degree designation. • Including consulting with Josephine Chan (Provost/VPA Office) and David Burns (Senate Office) on AC 10 process on timing for possible Honours degree designation/name change.	IDSN Chair & Faculty	Jan 2021	(Feb 2021) **Completed** Dec 2021	**Accomplished** At the department spring 2021 retreat, faculty decided not to pursue a name change for the program at this time. Consultations with the following key stakeholders regarding the honours degree started in spring of 2021 and continued throughout the fall 2021: Office of the Provost: - *Sandy Vanderburgh* - *Diane Purvey (Pro-Tem Provost & VP, Academic)* - *David Burns (Pro-Tem Associate Vice President Academic)* Vice Chair of Senate: - *David Burns, Josephine Chan, Amy Jeon*: Other(s) - *Andhra Goundrey (Dean, WSD)* - *WSD Curriculum Committee* - *Nick Bransford (as Academic Advisor)* - *Nadia Henwood*

				- *Stephen Yezerinac* We are moving ahead with offering an honours option to the degree – pending Senate approval on Feb 28, 2022.
Work on a timeline and strategy for rolling out any curricular changes as needed.	IDSN Chair & Faculty	Mar 2021	(May 2021) **Completed** Dec 2021	**Accomplished** Strategy for the rollout of the revised curriculum submitted to WSD Curriculum Committee January 2022.
Revise and Update all course outlines.	IDSN Chair & Faculty	Sept 2021	Dec 2021 **Completed**	**Accomplished**
Submit proposal and changes to Curriculum Committee and follow KPU process for approval.	IDSN Chair & Faculty	Jan 2022	Jan 2022 **Completed**	**Accomplished** Curriculum revisions approved at WSD Curriculum Committee January 2022 meeting.
Submit the program change form (D7) form and course outlines for SSCC approval.	IDSN Chair & Faculty	Jan 2022	Feb 2022 **Completed**	**Accomplished** Submitted and approved at SSCC February 9, 2022 meeting.
SSCC package to Senate for approval.	IDSN Chair & Faculty	Feb 2022	Feb 2022	**Accomplished** Approved at Senate February 28, 2022 meeting.
Communicate changes broadly to appropriate stakeholders.	IDSN Chair & Program Assistant	Feb 2022	~~Feb 2022~~ March/April	**In progress** Pending Senate approval. Once changes are approved, we will work closely with WSD Communications + Events, Coordinator, and KPU Marketing to communicate and promote our program and our unique niche in the market place. Initial communication plan will be implemented starting March / April, and the campaign will continue into subsequent years.
Implement revised course curriculum.	IDSN Chair & Faculty	Sept 2022	(~~Sept 2022~~) May 2024	**Pending** Pending Senate approval, implementation of the revised curriculum will start fall 2022 and roll out over 2 years, with the completed transition to the revised BID & BID Honours by the end of spring 2024. Transition Plan Overview provided as part of D7 submission. The department is planning course implementation workshop(s) in May/22 to facilitate student focused delivery models.
Monitor course revision effectiveness and renew, update and amend as needed.	IDSN Chair & Faculty	Sept 2022	(~~May 2023~~) May 2024	**Pending program revision implementation**

Interior Design First Annual Follow-Up Report

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

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

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

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

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

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Work with the Dean's office as well as Teaching and Learning team under the Continuing and Professional Studies framework to explore opportunities to offer condensed courses/workshops at a cost for those interested Interior Design as well as for industry required Continuing Ed Units (CEU).	IDSN Chair & faculty	Jan 2021	~~2023~~ Fall 2025	**In progress** In ongoing conversations with our Advisory Board and industry members we have been exploring the potential of offering Continuing Ed Units (CEU) to ensure the viability of what we could offer. At our spring 2021 department retreat, faculty made the decision to prioritize and focus on program and curricular revisions and to delay the development and implementation of non-mandatory workshops, CEUs, and CPS courses.
Monitor student demand (past, present and future), comparable programs at competing institutions, trends and changing contexts in the discipline/sector.	IDSN Chair & Program Assistant	On-going	Fall 2025	**In progress** As an accredited selective entry program, monitoring and analysis of student demand, enrolment data, trends, as well as monitoring comparable programs at competing institution is something we do on an ongoing basis. Additionally, it is a requirement of our industry accrediting body (CIDA) that we collect and publish, on an annual basis, reliable information regarding student achievement, including aggregate data addressing attrition and retention, graduation rates, job placement rates, and acceptance into graduate programs. In order to meet CIDA's requirements, we intend to update and publish the information on our website **every September**. We have reached out to KPU Office of Planning & Accountability (OPA) for support collecting some of this data.
Re-assess Portfolio entrance requirements to align with the evolving profile of the incoming applicant.	IDSN Chair & faculty	Jan 2021	May 2021 **Completed**	**Accomplished** We de-brief and review our portfolio requirements yearly on an ongoing basis to make sure we are responding to the evolving profile of incoming applicants.
Develop and offer non-mandatory summer intensives courses and/or technical skills workshops to applicants and students	IDSN Chair & faculty	~~(2021)~~ Spring 2023	Summer ~~2021~~ 2025	**Pending** At our spring 2021 department retreat, faculty made the decision to prioritize and focus on program and curricular revisions and to delay the development and implementation of non-mandatory workshops and CPS courses, and wait

				for the result of the Wilson School of Design Strategic Study being done by the Management Consulting firm BDO before moving ahead with any initiatives.
Develop a plan for implementation of proposed CPS offerings and non-mandatory summer intensives courses and/or workshops.	IDSN Chair & faculty	~~(2021)~~ Spring 2023	Summer ~~2021~~ 2025	**Pending** Based on the recommendations outlined in the WSD Strategic Study, moving forward, faculty will work collectively with the Dean's office as well as other programs in the WSD to consider how best to enhance our offerings across the WSD.
Research and investigate potential for Articulation and more formal Transfer Agreements with other institutions.	IDSN Chair & faculty	May 2021	2024	**In progress** This is a long term goal for the department and not identified as a priority. The department has identified a number of institutions with whom we can explore potential articulation or transfer agreement over the next 3 years. We are currently in conversation with the Canadian University Dubai to formalize an Articulation Agreement. We hope to have this articulation in place by **September 2023.**
Investigate the opportunities of offering micro-credentials and upgrade courses including badges, short term courses and flexible learning strategies, etc.	IDSN Chair & faculty	2021	2026	**In progress** Based on the recommendations outlined in the WSD Strategic Study, moving forward, faculty will work collectively with the Dean's office as well as other programs in the WSD to consider how best to enhance our offerings across the WSD.
Explore opportunities to work with post-graduate students in the form of professional development and updated technological studies.	IDSN Chair & faculty	~~2021~~ Spring 2023	2026	**Pending** At our spring 2021 department retreat, faculty made the decision to prioritize and focus on program and curricular revisions.
Work with the Future Students Office and Marketing to promote CPS courses and/or workshops offerings.	IDSN Chair & Program Assistant	~~(2021)~~ Spring 2023	~~Spring 2021~~ 2025	**Pending** As mentioned above, faculty made the decision to delay the development and implementation of non-mandatory workshops and CPS courses, and to work collectively to consider how best to enhance our offerings across the WSD.

Interior Design First Annual Follow-Up Report

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

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

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress

Establish a department/faculty committee that will work to:
 	
• explore ways of working with other academic units (in a variety of capacities) in order to expand on cross-discipline opportunities;
• further evaluate opportunities for community service/learning & work with our program advisory committee to define how community service/learning opportunities can be best structured to maximize both service learning and leadership skills development for our students;
• look for meaningful ways to build collaborative partnership with indigenous communities and to expand Indigenous participation in the program;
• work with research centers and community organizations to link student projects and research projects with various community needs;
• seek opportunities for financial support for the research and teaching activities conducted in the faculty
	IDSN Chair & faculty	Spring 2021	~~Fall 2026~~
			
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			Fall 2021
				Accomplished
				Over the past year, various faculty have worked collaboratively taking on specific initiatives based on their interests:
				
				➢ *Working with other academic units*:
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				  o We have reached out to CADD to explore potential collaboration (e.g. the use of virtual and augmented reality (VR and AR) in teaching building systems; potential offerings of CAD courses to IDSN students, etc…).
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				  o We are in the process of reaching out to Psychology regarding possible collaboration teaching our Human Factors course.
				
				➢ *Community service/learning opportunities*:
				Lucie Gagné (Chair) & all
				  o All team members in the program are constantly expanding their network and work closely with our industry partners (e.g., Advisory Committee and guest speakers) to find opportunities for hands-on/real life experiences for our students; as well as incorporating learning activities that include professional, international, and community partnerships.
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				(IDIBC), arranging volunteer and mentoring opportunities with professional registered, intern, and student members across BC.
				➤ *Partnership with Indigenous communities:* Lucie Gagné (Chair), & Erika Balcombe ○ We continue to strive to work in close collaboration with Indigenous communities whenever the opportunity arises, and most specifically with our name sake the Kwantlen First Nations & the Seyem Qwantlen Business group. ○ As part of our curriculum revisions, faculty worked to update content to include decolonizing perspectives and strategies to invite Indigenous participation in the program. ○ Last fall, the Langley Centennial Museum, working in close collaboration with the Katzie, Kwantlen, and Matsqui First Nations, reached out to ask for our participation in the 'Exhibition Development and Design Advisory Group' for the design of the new museum exhibition spaces; faculty member Erika Balcombe agreed to participate in the process, and we hope moving forward this may lead to opportunity for student involvement.
				➤ *Research projects:* Lucie Gagné (Chair), Paola Gavilanez & Stephanie St. Loe ○ Faculty are considering ways to expand applied research opportunities for faculty and students moving forward. ○ With the support of faculty, a 3rd year interior design student received a Student Research and Innovation Grant, and is currently working with faculty member Stephanie St. Loe as part of a pilot project looking at best practices for teaching and learning in a hybrid format (partly face-to-face and partly remote).
				The work of this committee is ongoing and the department / faculty will set annual targets.

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

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

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Assess how the program aligns with the university's strategic plans for internationalization.	IDSN Chair & faculty	Jan 2021	Fall 2021 **Completed**	**Accomplished** The department works closely and on an on-going basis with KPU International. As part of the department spring 2021 retreat, faculty assessed and affirmed that our program continues to align with the university's strategic plans for internationalization.
Work with the WSD Dean and in close collaboration with KPU International office to: • re-assess existing international partnerships; • expand partnerships and opportunities for bilateral exchange agreements; • explore opportunities to acquire funding for mobility projects; • explore opportunities of faculty exchanges, visiting academics, as well as research opportunities.	IDSN Chair	Jan 2021	Fall 2025	**In progress** This is a long term goal for the department. Over the past year, we have continued to work in close collaboration with KPU International Office on our stated steps to build / expand international opportunities. In particular, re-assessing existing international partnerships (Exchange Partner Renewal Evaluation), we intend to have this completed **by Jan 2023**. We are also currently working on Course Mapping and Articulation Agreement with Canadian University Dubai and we hope to have an MOU in place by **September 2023**.

Interior Design First Annual Follow-Up Report

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

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

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Schedule professional development faculty meeting(s) to: • review and re-assess our faculty professional development (PD) needs; • outline strategies for continued support of faculty PD in order to maintain educational and professional currency; • assess our needs for training from Teaching & Learning; • find ways to encourage sharing of information and dissemination of PD information & experiences between faculty.	IDSN Chair & PD Rep.	Spring 2021 & IDSN May 2021 Faculty Retreat	Jan 2026	**In progress** Faculty continue to be very active in the profession and participate in relevant scholarly and professional development activities. In the last year, professional development has included innovative approaches to teaching and learning, technology-supported instruction, on-line course website development, e-portfolio, and mobile e-learning strategies, etc… Faculty have identified needs for support and we are in the process of planning a series of workshops for our department year-end spring retreat. We hope to include the following: Teaching & Learning to support curriculum mapping workshop; Jennifer Anaquod, Indigenous Studies; as well as the Learning Center.
IDSN Search Committee to meet to: • discuss strategies for how to increase diversity in the program; • develop approaches for transfer of knowledge and curriculum continuance to ensure program sustainability (i.e. succession planning), and how to build capacity for who can replace outgoing faculty when they leave; increases the availability of experienced and capable faculty that are prepared to teach across the curriculum as courses become available (i.e. teaching inventory).	IDSN Search Committee	Spring 2021	Jan 2026	**In progress** The Interior Design Search Advisory Committee meets regularly and works in close collaboration with the Dean's office. Currently, the Search Advisory Committee is assessing the changes in teaching inventory resulting from our program and curriculum revisions, and revising teaching criteria for all courses. In addition, the committee is considering the impact of up-coming retirements of the only two full-time faculty over the next few years, and how best to plan for succession. The committee has drafted a search posting to update the Quality Faculty List (QFL) and interviews are planned to take place over the two couple months. Since the changes to the curriculum will be rolled out over the next 2 year starting September 2022, the committee hopes to have an updated/revised inventory of teaching faculty completed by **May 2022**, and another review by **May 2023** in order to insure a robust QFL and succession plan.

Interior Design First Annual Follow-Up Report

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

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

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Work with the Future Students Office and Marketing on a wider strategy to: • improve applications to current degree holders, diploma holders, males, and mature students; • attract applicants that have a high likelihood of success academically and professionally; • promote and highlight our unique attributes, such as our Entrance Scholarship and potential for students to achieve a minor in a chosen discipline, etc.	IDSN Chair & Program Assistant	On-going	Fall 2025	**In progress** This is a long term goal for the department and is on-going. Besides the information provided on the program website, university calendar, and KPU marketing material, Interior Design has been working closely with WSD Communications + Events, Coordinator, as well as KPU Future Students Office (FSO) to promote our program. For example, inclusion of our program in WSD initiatives such as: *Info sessions & Portfolio Day events; Grad Website; Comprehensive Social Media marketing campaign; Digital Media Youth Expo; Video productions; WSD Faculty Showcase and KPU Open House.* In addition to initiatives outlined above, over the next year, we plan on working with the Future Students Office and Marketing to outline a specific and targeted strategy to promote our program.
Closely observe the direction of competing institutions such as BCIT and Vancouver Island University and seek strategies to highlight our unique niche in the marketplace.	IDSN Chair & Program Assistant	On-going	Fall 2025	**In progress** Monitoring comparable programs at competing institutions is something we do on an ongoing basis in order to stay abreast of the contexts in our discipline/sector. (*Refer to Strategy 3 – step 2*). An analysis of comparable program locally, as well as nationally and internationally, is in large part what drove our decision to pursue the implementation of an honours option to the degree. This will increase program recognition and highlight our program's unique niche in the marketplace. (The competitive environment within the province currently offers 3 (and soon 4) programs that are CIDA accredited.)
Work with the Future Students Office and Marketing to promote CPS courses and/or workshops offerings.	IDSN Chair & Program Assistant	~~(2021)~~ Spring 2023	~~Spring 2021~~ 2025	**Pending** Pending development and implementation of CPS courses and/or workshops offerings – see Strategy 3.

SENATE STANDING COMMITTEE ON PROGRAM REVIEW
Agenda Item: 5.2
Meeting Date: March 16, 2022
Presenter: Jaisun Garcha, Stephanie Howes

Agenda Item	Accounting Second Annual Follow-Up Report

Action Requested	Motion

Recommended Resolution	THAT the Senate Standing Committee on Program Review accept the Accounting Second Annual Follow-Up Report as attached.

Senate Standing Committee Report	For Senate Office Use Only
Attachments	Accounting Second Annual Follow-Up Report
Submitted by	*Melike Kinik-Dicleli, Manager of Quality Assurance*
Date submitted	*February 25, 2022*

Accounting Second Annual Follow-Up Report

Date Self-Study Report approved by SSCPR: September 26, 2018

Date of External Review Site Visit: January 10, 2019

Date Quality Assurance Plan approved by SSCPR: February 19, 2020

Date First Annual Follow-Up Report approved by SSCPR: February 24, 2021

Date Second Annual Follow-Up Report submitted: February 25, 2022

Second Progress Report

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

STRATEGY 1: Identify and fill curricular gaps

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: Meet the curriculum requirement of CPA.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
Review the CPA map updates as they become available. Prepare a gap analysis. Submit articulation documents to CPA by the deadlines provided. For example, Data Analytics content must be imbedded by Sept 2021.	Chairs/ Curriculum Leaders	09, 2019	09, 2021	COMPLETED.
Identify the specific changes required for each course and then make the corresponding curricular adjustments.	Elaine Chan	01, 2020	05, 2020	COMPLETED. Audit and Assurance has added data analytics to course content, and the textbook being used covers this topic.
Hold PD sessions on Data Analytics	Taryn Greig	09, 2019	05, 2020	COMPLETED. Power BI was held in September 2019 with over 20 attendees
Faculty need to add data analytics content and learning outcomes in course outlines	Chairs/ Curriculum Leaders	Spring 2020	Spring 2021	COMPLETED. Added to ACCT 3444, ACCT 3320.

Data Analytics mapped to assess any remaining gaps	Ron Messer	Spring 2020	Fall 2021	COMPLETED for both UGRD in January 2021 and the Post-Bacc Accounting program in September 2021. A new Data Analytics course (ACCT 5500) was added.

STRATEGY 2: Assess first year preparedness more accurately

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: Improve Student Success in Introductory Accounting

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Add a pre-requisite to ACCT 2293 so it is not an entry course for new students	Kelly Cunningham	05, 2019	09, 2020	COMPLETED.
Change of weighting of assessments to meet needs of K-12 students	Kelly Cunningham	09, 2019	09, 2019	COMPLETED. There is now 20% assigned to non-exam assessments.
Develop and schedule ACCT 1160 to ensure students are taking the correct course. This course is to be designed for non-business students (i.e. Arts/ Brewery/ Horticulture) to understand accounting from a business owner/ user focus.	Lindsay Clayton	May 2019	Sept 2020	COMPLETED. Enrollment has only supported once section per semester. It is expected that enrollment will increase over time as more students become aware of this course.
Pilot supplemental instruction	TBD	Fall 2019	Fall 2022	ON HOLD due to suspension of in-person classes. We would like the results to be comparable to the in-person experience.

STRATEGY 3: Update and expand professional and ethical instruction

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: Improve Students Success with respect to CPA Enabling competencies which will lead to smoother workplace transitions

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Develop mini credential in professionalism	TBD	Spring 2020	Fall 2021	COMPLETED.
Revise Ethics curriculum	Valerie Warren	Fall 2019	Fall 2020	DELAYED due to COVID impact on faculty and primary focus on developing online instruction.

Add ethics content to courses throughout the program	Chairs/ Curriculum Leaders	Fall 2019	Spring 2020	COMPLETED. Courses that have added "ethics" to content are: ACCT 3320, ACCT 3444. ACCT 4111.
Develop Moodle site and maintain so students are more aware of resources	Sarah Lee/ Lindsay Clayton	Spring 2019	Spring 2020	COMPLETED. The "Accounting Hub" has become a place for students to ask questions, share struggles, and receive information about events and job postings that are specific to Accounting.

STRATEGY 4: Expand and formalize connections to industry and alumni

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: Provide more flexible experiential learning opportunities to Accounting students

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Develop a "co-op light" that allows students to benefit from a one-term work placement	Praise Ma	Sep 2021	Feb 2022	COMPLETED development for a one term Co-op option to be added to the Post Baccalaureate Diploma in Accounting program. This is currently being presented to Senate for approval in Mar 2022 and already approved by Faculty Curriculum Committee, and Faculty Council. Also, the new MSB internship program will be providing a similar opportunity/benefit for students outside of the Post Baccalaureate Diploma in Accounting program.
Work with alumni to publish case studies about their work placements. Alumnus would become a published author and could return to KPU to lead case discussion or provide a "what happened" update	Lindsay Clayton	Sept 2020	Sept 2021	ON HOLD. Alumni events have not been occurring during COVID.

PROGRAM UNDER REVIEW: Accounting

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

OVERALL ASSESSMENT:

Reviewer #1: The majority of action items in this annual report are complete. I have a few follow up questions on items that are delayed or on hold. I recommend this follow up report be approved. Congratulations for completing the program review for your program.

Reviewer #2: The report is clear, targeted, and reflective of good progress in the Accounting Department's programming. Leaving several items on indefinite hold, though, makes it look like we might not get to them.

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

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

MAJOR ISSUES AND SUGGESTED ACTIONS:
Complete this section ONLY if you have identified the following major issues with the Annual Follow-Up:
   a) Progress to date is unclear.
   b) No clear rationale has been provided for why no progress has occurred.

Issue (page #)	Suggested Action
Page 02 – Pilot supplemental instruction	In the first annual Accounting follow up report, you have indicated that this item will be taken up for review in Jan 2022. Did you have a follow up deadline to take this up for review? Can you elaborate why it is useful to compare results with in-person experience?
Page 02 – Revise ethics curriculum	Can you provide an updated timeline for this action item?
Pages 1, 2 and 3	The items listed as delayed and on hold should have new dates and targets.

MINOR EDITS (Spelling, syntax, word choice and other mechanical issues).
Please list corresponding page numbers. Minor edits are NOT discussed at the SSCPR meeting. Add or remove rows as needed.

Minor Edits (page #)

PROGRAM UNDER REVIEW: Accounting

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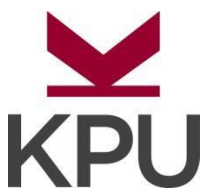Complete this section <u>ONLY</u> if you have identified the following major issues with the Annual Follow-Up:
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Issue (page #)	Suggested Action
Page 02 – Pilot supplemental instruction	In the first annual Accounting follow up report, you have indicated that this item will be taken up for review in Jan 2022. Did you have a follow up deadline to take this up for review? Can you elaborate why it is useful to compare results with in-person experience? Jaisun Garcha: Revised timeline is to start in Jan 2023 with completion by Jan 2024. The reasoning to have this put in place when classes are back in-person is to ensure the original purpose of this initiative is realized as this supplemental instruction is to measure the improvement in student grades during regular in-person classes and specific to intro accounting courses that have historically had higher DFW rates. The goal would be to compare sections that have this supplemental instruction that are in-person with other in-person sections that do not have this supplemental instruction. When these courses are delivered online, student grades have been higher

	resulting in lower DFW rates. We will not get a true impact on DFW rates from supplemental instruction if this is provided online and compared to other online sections that do not have supplemental instruction. Also supplemental instruction in-person allows for more collaborative learning in groups and allows students to easily interact when compared to online delivery where many students tend to not interact and fully participate in activities. This initiative also needs to be finalized before registration of the following semester since this would need to be added into the course registration details so students are aware that there is extra weekly supplemental instruction required as part of these sections.
Page 02 – Revise ethics curriculum	Can you provide an updated timeline for this action item? Jaisun Garcha: Revised timeline is to start in Jan 2023 with completion by Jan 2024.
Pages 1, 2 and 3	The items listed as delayed and on hold should have new dates and targets. Jaisun Garcha: New dates/targets have been added

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SENATE STANDING COMMITTEE ON PROGRAM REVIEW
Agenda Item: 7.1
Meeting Date: March 16, 2022
Presenter: Melike Kinik-Dicleli

Agenda Item	Manager's Report on Status of Program Reviews

Action Requested	Information

Recommended Resolution	N/A

Senate Standing Committee Report	For Senate Office Use Only

Context & Background	The Senate Standing Committee on Program Review has approved 22 reports since September 2021. The list of reports approved by the SSCPR between September 2021 and February 2022 is attached.

As of March 1, 2022	Number of Approved Reports
Self-Study Reports	3
External Review Reports	5
Quality Assurance Plans	5
Annual Follow-Up Reports	9
Total	22

The Committee is expected to receive 14 reports for the April, May, and June meetings.

Reports Scheduled for April, May, and June Meetings	
Self-Study Reports	3
External Review Reports	3
Quality Assurance Plans	2
Annual Follow-Up Reports	6
Total	14

Key Messages	N/A
Consultations	N/A
Attachments	List of Reports Approved by SSCPR_Sep 21 to Feb 22 Manager's Report_Status of Program Reviews_Details for March 2022 SSCPR Meeting
Submitted by	*Melike Kinik-Dicleli, Manager of Quality Assurance, Office of Planning & Accountability*
Date submitted	*March 1, 2022*

The List of Reports Approved by SSCPR between September 2021 and February 2022

Self-Study Reports:

1. Sustainable Agriculture Self-Study Report (September 2021)
2. Biology Self-Study Report (October 2021)
3. English Self-Study Report (November 2021)

External Review Reports:

1. History External Review Report (September 2021)
2. Foundations in Design External Review Report (September 2021)
3. Fashion and Technology External Review Report (November 2021)
4. Anthropology External Review Report (January 2022)
5. Education Assistant Program External Review Report (February 2022)

Quality Assurance Plans:

1. Computer Science and Information Technology Quality Assurance Plan (October 2021)
2. Product Design Quality Assurance Plan (November 2021)
3. History Quality Assurance Plan (January 2022)
4. Foundations in Design Quality Assurance Plan (January 2022)
5. Mathematics Quality Assurance Plan (February 2022)

Annual Follow-up Reports on Quality Assurance Plan Progress:

1. Fashion Marketing Second Annual Follow-Up Report (October 2021)
2. Minor in Counselling First Annual Follow-Up Report (October 2021)
3. Business Management First Annual Follow-Up Report (October 2021)
4. Entrepreneurial Leadership Second Annual Follow-Up Report (November 2021)
5. Human Resources Management Second Annual Follow-Up Report (November 2021)
6. Graphic Design for Marketing Second Annual Follow-Up Report (November 2021)
7. Health Science Second Annual Follow-Up Report (January 2022)
8. Psychiatric Nursing First Annual Follow-Up Report (January 2022)
9. Technical Apparel First Annual Follow-Up Report (February 2022)

Total number of Reports Reviewed: 22

Faculty	Program	Self-Study				External Review			QA Plan		Annual Follow-up			Progress Update The table includes only the reviews in progress.
		Planning Began	Data Collection Concluded	Report Due	Report Approved	Site Visit Deadline	Date of Site Visit	Report Received	QA Plan Due	QA Plan Approved	Report Due	1st Report Approved	2nd Report Approved	
ACP	English Upgrading	Dec-18 re-start: Sep-21	Admin Data: Feb-19	Aug-22		Oct-22			Mar-23		Mar-24			The program is working on curriculum review.
Arts	Anthropology	Sep-18	Admin Data: Feb-19 Survey Data: Feb-19	Sep-20	Apr-21	Nov-20	Oct 18/19, 2021	Nov-21	Jun-21		Jun-22			The program is working on the quality assurance plan.
Arts	Criminology	Jan-19	Admin Data: Feb-19 Revised Admin Data: Feb-20 Survey Data: May-20	Dec-20		Feb-21			Jun-21		Jun-22			Self-study report was due in **December 2020.** The program was given until **February 14, 2022** to submit but they did not.
Arts	Creative Writing	May-21	Admin Data: Nov-21 Survey Data: Nov-21	May-22		Jul-22			Oct-22		Nov-23			Self-study report is due by **June 1, 2022**.
Arts	Education Assistant	Sep-19	Admin Data: Oct-19 Survey Data: June-20	Feb-21	May-21	Mar-21	Nov 25/26, 2021	Jan-22	Sep-22		Sep-22			The program is working on the quality assurance plan.
Arts	Minor in Counselling	Feb-18	Admin Data: April-18 Survey Data: April-18	x	Apr-19	x	31-Oct-21	Jan-20	Sep-20	Oct-20	Sep-21	Oct-21		SSCPR asked program to report on their progress a second time in **October 2022.**
Arts	English	May-20	Admin Data: Jan-21 Survey Data: April-21	Sep-21	Nov-21	Nov-21	Feb 10/11, 2022		Apr-22		Apr-23			External review report is due on **March 11, 2022**.
Arts	History	Dec-18	Admin Data: Feb-19 Survey Data: March-20	Aug-20	Feb-21	Oct-20	June 17/18, 2021	Jul-21	May-21	Jan-22	May-22			First annual follow-up is due in **January 2023**.
Arst	Geography	Feb-22		Oct-22		Jan-23			Jul-23		Jul-24			
Arts	Language & Culture	Dec-21		Aug-22		Nov-22			Apr-23		Apr-24			The program is working on the curriculum review portion of the self-study report.
Arts	Philosophy	Sep-17	Admin Data: Sep-18 Survey Data: Dec-17 (Discipline Survey: Mar-18)	x	Apr-19	x	Jul-19	Jul-19	Jan-20	Apr-21	Jan-21			First Annual follow-up is due in **April 2022**.
Arts	Political Science	Dec-19	Admin Data: Dec-19 Survey Data: June-20	Jan-21		Mar-21			Sep-21		Sep-22			Revised self-study report is due by **March 23, 2022.**
Arts	Psychology	Dec-16	Admin Data: Oct-17 Survey Data: Apr/Jun-17	x	Apr-18	x	Jun-18	Jul-18	x	May-20	May-21	May-21		SSCPR asked program to report on their progress one more time in **May 2022.**
Arts	Sociology	Sep-15	Admin Data: Nov-17 Survey Data: May-16	x	Dec-17	x	Apr-18	May-18	x	Oct-18	Oct-19	Apr-20	May-21	SSCPR asked program to report on their progress a third time in **May 2022.**
Business	Accounting	Nov-17	Admin Data: Jun-18 Survey Data: Jan-18	x	Sep-18	x	Jan-19	Feb-19	x	Feb-20	Feb-21	Feb-21		Second Annual Follow-Up is in.
Business	Computer Science and Information Technology	Apr-19	Admin Data: May-19 Survey Data: Jan-20	Aug-20	Nov-20	Nov-20	Mar 1/2, 2021	Mar-21	Aug-21	Oct-21	Aug-22			First Annual Follow-Up is due in **October 2022**.
Business	Business Management	Sep-15	Admin Data: Jun-18 Survey Data: Mar-18	x	Jun-18	x	Jul-18	Jul-18	x	Mar-20	Mar-21	Oct-21		SSCPR asked program to report on their progress a second time in **October 2022.**
Business	Human Resource Management	May-14	Admin Data: Sept-16 Survey Data: Mar-17	x	Jun-17	x	Nov-18	Dec-18	x	Sep-19	Sep-20	Oct-20		SSCPR asked program to report on their progress a third time in **November 2022.**
Design	Fashion Design & Technology	Sep-20	Admin Data: Feb-21 Survey Data: Mar-21	Jun-21		Oct-21	Sep 28/29, 2021	Oct-21	Jun-22		Jun-23			QA Plan is on the agenda for the **May 202**2 meeting.
Design	Foundation in Design Certificate	Oct-17 re-start: Oct-19	Admin Data: Aug-17 Survey Data: Nov-17 (Student Data: Feb-18) Revised Admin Data: Oct-19 Survey Data: Aug-20	Sep-20	Apr-21	Oct-20	June 29/30, 2021	Jul-21	May-21	Jan-22	May-22			First Annual Follow-up Report is due in **January 2023**.
Design	Interior Design	Sep-18	Admin Data: Nov-18 Admin Data: Sep-19 Survey Data: Nov-18	x	Jan-20	Jan-20	Jun-20	Aug-20	Jun-20	Feb-21	Jun-21			First Annual Follow-up Report is in.

Faculty	Program	Self-Study				External Review			QA Plan		Annual Follow-up			Progress Update The table includes only the reviews in progress.
		Planning Began	Data Collection Concluded	Report Due	Report Approved	Site Visit Deadline	Date of Site Visit	Report Received	QA Plan Due	QA Plan Approved	Report Due	1st Report Approved	2nd Report Approved	
Design	Product Design	Feb-19	Admin Data: Feb-19 Survey Data: Oct-19	Feb-20	Jun-20	Apr-20	Feb 24/25, 2021	Apr-21	Oct-20	Nov-21	Oct-21			First Annual Follow-up Report is due in **November 2022**.
Design	Technical Apparel Design	Jun-18	Admin Data: Dec-18 Admin Data: Oct-19 Survey Data: Dec-18	x	Jan-20	Sep-20	Sep-20	Oct-20	Jun-21	Jan-21	Jun-22	Jan-22		SSCPR asked program to report to report on their progress a second time in **January 2023**.
Health	Bachelor of Psychiatric Nursing	Sep-18	Admin Data: Feb-19 Survey Data: Feb-19	x	Oct-20	x	Feb-20	Mar-20	Aug-20	Nov-20	Aug-21	Jan-22		SSCPR asked program to report on their progress a second time in **January 2023**.
Health	BSN -New BSN - Revised	Sep-16	Admin Data: Jan-18 Survey Data: Faculty: Jan-17 Discipline: Feb-17 Student + Alumni: Sep-17	x	Feb-18	x	Mar-18	May-18	x	Feb-20 Dec-18	Feb-21 Dec-19	Feb 21 Feb 20		SSCPR asked New BSN program to report on their progress one more time in **February 2022**. The program is given extension to submit the report in May 2022. Note that the Revised BSN review has been completed.
Health	Health Care Assistant Certificate	May-19	Admin Data: Jun-19 Survey Data: Sep-19	x	Jan-20	Sep-20	Dec 9/10, 2020	Feb-21	Jun-21	Jun-21	Jun-22			First Annual Follow-up Report is due in **June 2022**.
Health	Health Unit Coordinator Certificate	Jan-18	Admin Data: Jun-18 Survey Data: Discipline + Alumni: Mar-18 Student + Faculty: Aug-18	x	Dec-18	x	Jun-19	Jul-19	x		x			All intakes are suspended. The review is on hold until the future of the program is determined.
Science,	Biology	Oct-19	Admin Data: Nov-19 Revised Admin Data: Mar-21 Survey Data: Mar-21	Oct-21	Oct-21	Jan-22	Feb 24/25, 2022		Sep-22		Sep-23			External Review Report is due on **March 25, 2022**.
Science	Brewing and Brewery Operations	Nov-21		Aug-22		Nov-22			May-23		May-24			Program is working on the curriculum review portion of the self-study report.
Science	Bachelor of Horticulture Science	Jan-18	Admin Data: Jun-18 Survey Data: Apr/Jun-18	x	Mar-19	x	Apr-19	May-19	Aug-19	Apr-21	Aug-20			First Annual Follow-up Report is due by **March 23, 2022.**
Science	Horticulture Technology Diploma	Nov-21		Jun-22		Oct-22			Feb-23		Feb-24			Program received the new guides and the curriculum mapping template in **November 2021**.
Science	Mathematics	May-19	Admin Data: Jul-19 Survey Data: Faculty: Jul-19 Alumni: Sep-19 Discipline/Sector: Sep-19	Sep-19	Oct-20	Nov-19	Mar 10/11, 2021	Apr-21	May-20	Feb-22	May-21			First Annual Follow-up Report is due in **February 2023**.
Science	Physics for Modern Technology	May-21	Admin Data: Nov-21 survey data: Feb-22	Jan-22		Mar-22			Sep-22		Oct-23			Program received the survey reports on February 25, 2022.
Science	Sustainable Agriculture	Oct-19	Admin Data: Nov-19 Revised Admin Data: Feb-21 Survey Data: Student: Aug-20 Faculty & Alumni: Jan-21 Discipline/sector: Feb-21	Aug-20	Sep-21	Oct-20 or Nov-20	Mar 7/9, 2022		May-21		May-22			External review is taking place on **March 7 & 9, 2022**.
Science	Turf Management Diploma	May-19	Admin Data: May-19 Survey Data: Sep-19	Oct-19		Jan-20			Sep-20		Sep-21			Turf Management is being reviewed as part of the Horticulture Technology program review.