

## SENATE STANDING COMMITTEE ON PROGRAM REVIEW

**Regular Meeting**  
**Wednesday, May 18, 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, April 13, 2022
4. Chair's Report ..... 3:05
5. New Business .....
  - 5.1. Sustainable Agriculture External Review Report .....Amy Jeon 3:10
  - 5.2. New BSN Second Annual Follow-Up Report.....Courtney Verhage, Sharmen Lee 3:25
  - 5.3. Fashion & Technology Quality Assurance Plan..... Heather Clark, Andhra Goundrey 3:45
  - 5.4. Philosophy First Annual Follow-Up Report.... Colin Ruloff, Wade Deisman, Greg Millard 4:00
6. Items for Discussion..... 4:15
7. Manager's Report for OPA ..... 4:20
8. Adjournment..... 4:25

## SENATE STANDING COMMITTEE ON PROGRAM REVIEW

### MINUTES OF REGULAR MEETING

Wednesday, April 13, 2022

3:00 p.m. – 5:00 p.m.

MS Teams Online

| Voting Member Quorum 8 members   |  |  |
|--|--|--|
| Aimee Begalka<br>Allison Richardson<br>David Burns<br>Fergal Callaghan (Vice-Chair)<br>Julia Denker<br>Leeann Waddington | Lori McElroy<br>Melissa Swanink<br>Nishan Perera<br>Shelley Boyd<br>Tomasz Gradowski<br>Xavier Ardez |  |
|  |  | Non-voting   |
|  |  | Amy Jeon<br>Diane Purvey<br>Melike Kinik-Dicleli<br>Steve Cardwell                                   |
| Regrets  | Senate Office  | Guests   |
| Courtney Verhage<br>Lindsay Norris<br>Marti Alger<br>Stephen Yezerinac   | Ruby Gupta<br>Rita Zamluk  | Ellen Pond<br>Jamie Lamont<br>Cameron Lait<br>Jeff Dyck<br>Ross Pink<br>Wade Deisman<br>Greg Millard |

### 1. Territorial Acknowledgement and Call to Order

Amy Jeon, the Chair, opened the meeting with a Territorial Acknowledgement and called the meeting to order at 3:02 p.m.

### 2. Approval of Agenda

**Melissa Swanink moved the agenda be confirmed as presented.**

**The motion carried.**

### 3. Approval of Minutes March 16, 2022

**Fergal Callaghan moved the minutes be accepted as circulated.**

**The motion carried.**

#### **4. Chair's Report**

The Chair expressed her appreciation for the committee's contributions towards improving the academic standards at KPU, which resulted in numerous program revisions and program learning outcomes presented at the Senate Standing Committee on Curriculum.

#### **5. New Business**

##### **5.1. English External Review Report**

The Chair summarized the SSCPR reviewer's comments and informed that two reviewers raised a concern regarding the 'class size' and 'class cap' information. The committee appreciated the feedback of the reviewers and also recommended to consider including indigenous voices on all program advisory committees whenever possible.

**Julia Denker moved that the Senate Standing Committee on Program Review accept the English External Review Report as attached.**

**The motion carried.**

##### **5.2. Biology External Review Report**

The Chair summarized the SSCPR reviewer's comments and highlighted that the external review was appropriate and validated all Biology Self-Study Report recommendations with additional suggestions.

**Fergal Callaghan moved that the Senate Standing Committee on Program Review accept the Biology External Review Report as attached.**

**The motion carried.**

##### **5.3. BHS Plant Health & Urban Ecosystems First Annual Follow-Up Report**

The Chair summarized the reviewer's comments and informed that the reviewers suggested for further investigation on marketing possibilities. Ellen Pond, Jamie Lamont, Cameron Lait were invited to answer questions.

The program informed that several quality assurance goals were derailed by the onset of the pandemic. They are now looking forward to execute the goals. The committee suggested to reach out to the Marketing department and the Future Students Office for additional marketing support.

The committee also suggested to insert end dates for goals, rather than 'ongoing,' to make sure that the progress is tracked and reported.

**Julia Denker moved that the Senate Standing Committee on Program Review accept the BHS Plant Health & BHS Urban Ecosystems First Annual Follow-Up Report as attached.**

**The motion carried.**

**Lori McElroy moved THAT another Annual Follow-Up Report be provided to the committee.**

**The motion carried.**

#### **5.4. Political Science Self-Study Report**

The Chair summarized the reviewer's comments and informed that the program resubmitted the report with revisions to address the feedback provided at the January 2022 meeting. She noted that the three reviewers appreciated considerable improvements. Ross Pink, Wade Deisman, Greg Millard were invited to answer questions.

Action:

Chapter 2 Page 8: Clarify the wording with the KPU calendar language.

Chapter 3 Reviewer #3: Remove 'untested assumption' and consider inserting 'explore the possibility.'

The committee congratulated the program and appreciated their work towards the comprehensive revisions and improvement made on the report.

**Leeann Waddington moved that the Senate Standing Committee on Program Review accept the Political Science Self-Study Report as attached.**

**The motion carried.**

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

No items for discussion.

#### **7. Manager's Report**

The committee received the written report.

#### **8. Adjournment**

The Chair informed that the SSCPR membership revision will come to April Senate for a final approval.

The meeting adjourned at 4:01 p.m.

## SENATE STANDING COMMITTEE ON PROGRAM REVIEW

**Agenda Item:** 5.1

**Meeting Date:** May 18, 2022

**Presenter:** Amy Jeon

### Agenda Item                      Sustainable Agriculture External Review Report

| Action Requested | Motion |
|------------------|--------|
|------------------|--------|

|                               |   |
|-------------------------------|---|
| <b>Recommended Resolution</b> | THAT the Senate Standing Committee on Program Review accept the Sustainable Agriculture External Review Report as attached. |
|-------------------------------|---|

**Senate Standing Committee Report**                      For Senate Office Use Only

**Attachments**                      Sustainable Agriculture External Review Report

**Submitted by**                      *Melike Kinik-Dicleli, Manager of Quality Assurance*

**Date submitted**                      *April 27, 2022*

### EXTERNAL REVIEW TEAM MEMBERS (THE “ERT”)

Alex Augustyniak, Lucky Sun Farm/Minter Country Garden

Will Valley, Faculty of Land and Food Systems, UBC

David Sadoway, Department of Geography and the Environment, KPU

### OVERALL ASSESSMENT

#### SELF-STUDY REPORT

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

#### Standard for Assessing this Report:

- The programmatic strengths and weaknesses identified in this report are supported by data and external review findings.
- Recommendations are supported by data, a clear rationale and external review findings.

#### The External Reviewers:

Validate the Self-Study Report’s findings and recommendations

#### Rationale for this Determination:

Overall, the ERT agrees with the findings and recommendations in the Sustainable Agriculture Self-Report. Through engaging with the report and having the opportunity to connect with faculty, staff, students, and alumni, it is evident that the program review team has taken the time to honestly reflect on the state of the program and has made evidence-based recommendations to improve and build upon the strengths of the current model. Sustainable Agriculture degree programs in post-secondary institutions across North America share the common challenge of attempting to prepare individual students to address systemic deficiencies in our industrial, capitalist food systems for the well-being of society. As fewer and fewer individuals are growing up on-farm, there is a steep learning curve associated with hands-on skill development to grow, distribute, and market agricultural products. At the same time, there is a significant intellectual and affective challenge of connecting historical and current approaches to “feeding the world” with complex issues related to climate change, ecological degradation, sustainable energy transitions, livelihoods and economic development, social inequalities, food security, and political engagement (among many, many more topics).

In the sections below, we have elaborated on areas with which we agree and where we offer pathways forward for consideration. It has been an honour to be invited to engage with the SA program and a pleasure to learn more about the excellent work being performed by all stakeholders associated with the program. Best of luck with the work ahead.

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

**CHAPTER 2: Program Currency and Connections**

***Criteria:** This chapter adequately assesses program competitiveness and its connections to the discipline/sector. The assessment is supported by appropriate evidence and conclusions.*

**Standard for Assessing this Chapter:**

- The programmatic strengths and weaknesses identified in this chapter are supported by data and external review findings.
- Recommendations are supported by data, a clear rationale and external review findings.

**The External Reviewers:**

|  |
|--|
| <b>Validate</b> the Chapter's findings and recommendations |
|--|

**Rationale for this Determination:**

The Chapter's findings and recommendations are validated. The KPU Sustainable Agriculture Program's strengths were clearly identified/listed in the Chapter and were supported by both quantitative and qualitative data (including external review engagement with existing students, faculty, alumni, and others involved with the program). While the program weaknesses were less explicitly stated/listed, they were identified throughout the Chapter (as well as in discussions with key informants with external reviewers). The chapter has an appropriate scope and discusses, in both depth and breadth, the Sustainable Agriculture Program's currency and connections. In general, our findings are supportive of the 11 recommendations in this section (with some suggested modifications below) given that these were linked to both data found in Chapter Two and in our meetings/discussions with those involved in the program from various perspectives.

**Additional Recommendations Identified by the ERT—include a rationale for the recommendation:**

2.1 We would suggest adding to existing 'Recommendation 2.1' to: "Re-establish the Sustainable Agriculture Advisory Committee (AAC)" by including a complementary/clarifying short statement on the proposed Sust Ag AAC's long-term **stakeholder/community composition** (e.g., program alumni, organic food growers/producers/associations, industry affiliates, scholars/researchers, non-profits, government, food activists, Indigenous & ethnically diverse food activists/producers, restauraners, etc.) as well as clarifying the AAC's **mandate/purpose** (e.g., to provide stakeholder/community input into pedagogical, research, outreach, marketing, networking, government/community liaison, and other matters, etc.)."

Rationale: Although potential SA advisory committee members 'have been identified and invited to join,' listing an idealized advisory stakeholders/community/external members would add clarity about the AAC's possible longstanding composition; and it would clarify the mandate or purpose(s) of a potentially re-established Sustainable Agriculture Advisory Committee (for members & for KPU). Such guidance or terms of reference could also serve to identify areas of *commonality* as well as *distinctions* from the existing Institute for Sustainable Food Systems (ISFS) Board and ISFS's existing and ongoing activities.

2.2 Modify the existing 'Recommendation 2.2' to include: "a stronger presence of our produce **at KPU cafeterias...and ideally in all future KPU Food Service tenders/contracts**"

Rationale: If there is potential to supply KPU SustAg produce beyond Richmond to some of the other KPU campuses or in future KPU Food Service operations then this would reinforce and potentially strengthen the intention of this recommendation to highlight the program. Ideally this could be extended to community organizations, local schools, food banks, or other organizations as well.

2.3 Augment the existing 'Recommendation 2.3' to include: "Review AGRI courses **both internally and in discussions with departments/faculties such as HORT and EPT and ARTS** to identify opportunities to open up courses to be accessible to all KPU students to engage in sustainability focused learning." MODIFY OR DROP: "This will also *potentially assist in addressing low fill rates in some courses.*"

Rationale: This encourages discussions about AGRI courses initially in specific areas and potentially builds in identifying targeted recruitment strategies across the university. Expanding opportunities for other students to take sustainability is in keeping with current policy and program directions at KPU and would be understood as potentially geared to addressing low fill rates.

2.5 Modify 'Recommendation 2.5' to refer to "other **university/college-based** agricultural programs."

Rationale: This will make the recommendation more clear/explicit.

2.10 Modify 'Recommendation 2.10' to also include workshops asking marketing and recruitment staff to work collaboratively with the increased input of AGRI faculty and students in designing marketing materials, websites, social media outputs, and course/program materials or online content, etc. Such workshops could be extended to other KPU Faculties/Institutes/Departments that would like to learn more about the SustAg program.

Rationale: This will augment or build upon the original recommendation.

2.11 Modify 'Recommendation 2.11 Generate recognition for the program' by further specifying how this could be implemented, such as: "through providing examples, cases, profiles, or success stories of KPU Sust Ag. alumni profiles, courses, Sust. Ag. Farm School activities, and community outreach, particularly linked to climate change, Indigenization, and sustainability." We would also like offer specific suggestions that potentially building linkages/connections such as to local organic food growers associations, community small scale farming associations (i.e., profiles in directories or listings), farmers markets and inclusion or attendance in on some industry shows/conventions/conferences/fairs/exhibitions and so forth (where time and resources permit) could also assist in recruiting students and promoting the program.

Rationale: This provides specific ideas for how recognition for the Sust.Ag. Program and Farm School might be furthered.

2.12 An additional recommendation which would be to update the Feb.21, 2014 Program Revision Senate Memo proposal in Appendix 1, to be in accord with the latest SustAg self-study report directions and the proposal for program themes/streams in three areas. This could include circulating the latest program options/recommendations to the respective programs to ensure currency of courses and synonymy these themes, including listing SustAg courses in the KPU Climate+Challenge. For example, additional updated Policy



Studies Options and Elective Options courses should include or be updated to include: POST2140, POST2900, POST3110 and POST3300, etc.. Relevant Geography options could include: GEOG1102 a new 4 credit science option course; GEOG2310 (Climatology); GEOG3220 (Urban Planning & Politics); GEOG3320 (Environment & Resources). Waivers for SustAg students from pre-reqs for these specific Geography and the Environment courses could be potentially applied.

Rationale: This updates potential required and elective courses in the Faculty of Arts. When the original memo was written several courses were not offered or did not exist (e.g., the lab and science course, GEOG1102 Intro to Physical Geography) which may be relevant options for SustAg students.

### CHAPTER 3: Quality of Curriculum Design

***Criteria:** This chapter adequately examines the quality of the program's curriculum and its current relevance to the discipline/sector. The assessment is supported by appropriate evidence and conclusions.*

#### Standard for Assessing this Chapter:

- The programmatic strengths and weaknesses identified in this chapter are supported by data and external review findings.
- Recommendations are supported by data, a clear rationale and external review findings.

#### The External Reviewers:

Validate the Chapter's findings and recommendations

#### Rationale for this Determination:

This chapter's findings and recommendations are valid. Articulating competencies helps communicate with current and prospective students the ways in which the program is unique and in alignment with other programs in similar institutions. Competency statements are also useful outputs for communicating with prospective employers. In addition, revising new program-level learning outcomes (LOs) will provide a framework for distinguishing between core curricula and possibilities for specializations and tracks within the program, which meets the interests and futures expressed by current students, alumni, and advisor. At the same time, due to the limitations of having 3 full-time faculty members, clearly articulated competencies, LOs, and pathways will make it easier to identify elective courses in the broader KPU ecosystem that can complement/supplement core curricula in the SA program. With respect to 2+2 and micro-credentialling (Recommendations 3.6 & 3.7), we recommend prioritizing efforts towards competency, LO, and pathway development first. It is likely that the process of developing the former will reveal if the latter two options are worth investing time, energy, and resources. 2+2 and micro-credentialling are interesting formats, and we are not suggesting that they should not be considered; however, in our review process, there was little to no evidence of a strong preference for these avenues to be explored at this time, whereas there was substantial evidence for the need to invest in recommendations 3.1-3.5.

We agree with the emphasis on increasing hands-on, experiential learning and beginning these activities earlier in the program. This point emerged clearly from interviews with instructors, current students, and alumni. We recommend that the competencies associated with hands-on learning are considered through scaffolding from first to fourth year to ensure adequate pacing for student development in these areas and avoiding the tendency to ask too much of students in practicum, internship, and capstone courses that often fall into the final year or semester of a degree program. Essentially, the capstone experience begins on day one of the degree program, and instructors and students alike recognize how content and activities build to support success in more self-directed and complex learning situations towards the end of the degree.

In our conversations with faculty members, they expressed a strong desire to enhance students' quantitative and qualitative research skills and contribute to local, place-based knowledge generation relevant to community and industry needs. Like hands-on food production activities, inquiry/research competencies, which are also experiential, can be scaffolded more explicitly from first to fourth year in a manner that can be beneficial for course-based learning outcomes and community/industry needs, while drawing upon the research expertise of the three faculty members in the program.

Below, we have added additional considerations specific to recommendation 3.1

**Recommendation 3.1** Revise program competencies in consultation with Advisory committee.

In addition to consultation with the Advisory committee, we recommend reviewing the scholarly literature on sustainable food systems education, critical food systems education, and agroecology education for alignment with recent developments in these fields, which have considerable overlap with the proposed new competencies, but go further in the areas of justice, equity, and collective action (including food justice, climate justice and Indigenization). For example:

- Meek, D., & Tarlau, R. (2016). Critical food systems education (CFSE): Educating for food sovereignty. *Agroecology and Sustainable Food Systems*, 40(3), 237-260.
- Anderson, C. R., Maughan, C., & Pimbert, M. P. (2019). Transformative agroecology learning in Europe: building consciousness, skills and collective capacity for food sovereignty. *Agriculture and human values*, 36(3), 531-547.
- Valley, W., Anderson, M., Blackstone, N. T., Sterling, E., Betley, E., Akabas, S., ... & Spiller, K. (2020). Towards an equity competency model for sustainable food systems education programs. *Elementa: Science of the Anthropocene*, 8.
- Ebel, R., Ahmed, S., Valley, W., Jordan, N., Grossman, J., Byker Shanks, C., ... & Dring, C. (2020). Co-design of adaptable learning outcomes for sustainable food systems undergraduate education. *Frontiers in Sustainable Food Systems*, 170.
- Sterling, E. J., Betley, E., Ahmed, S., Akabas, S., Clegg, D. J., Downs, S., ... & Valley, W. (2021). Centering Equity in Sustainable Food Systems Education. *Front. Sustain. Food Syst.* 5: 737434. doi: 10.3389/fsufs.
- Corkery, M., Valley, W., & Dring, C. (2021). Addressing the call: A review of food justice courses in Canada and the USA. *Canadian Food Studies/La Revue canadienne des études sur l'alimentation*, 8(4).
- Agyerman, J. & Giacalone, S. (2020). The immigrant-food nexus: Borders, Labor, and Identity in North America. The MIT Press (Free Open Access). Available at: <https://doi.org/10.7551/mitpress/11862.001.0001>

**Recommendation 3.4.** Identify opportunities for 1<sup>st</sup> and 2<sup>nd</sup> year students to have more experiential/hands-on learning and interaction with the program and farm.

This recommendation was affirmed by our interviews with existing students and alumni who felt that either a common experience, course or bonding projects in 1<sup>st</sup> or 2<sup>nd</sup> year would be helpful in addition to those currently offered in 3<sup>rd</sup> or 4<sup>th</sup> year. This could potentially involve an intensive field school, intensive short course, local/regional field trips, in situ practica (including at the Farm School) and it could also involve exploring the potential development of further Sust Ag common courses/programming for 1<sup>st</sup> or 2<sup>nd</sup> year cohorts.

## CHAPTER 4: Quality of Instructional Design

***Criteria:** This chapter adequately examines the quality of the program's instructional design and its current relevance to the discipline/sector. The assessment is supported by appropriate evidence and conclusions.*

### Standard for Assessing this Chapter:

- The programmatic strengths and weaknesses identified in this chapter are supported by data and external review findings
- Recommendations are supported by data, a clear rationale and external review findings

### The External Reviewers:

Validate the Chapter's findings and recommendations

### Rationale for this Determination:

There is significant overlap between sections 3 and 4, as expected when moving from broader program level design and more specific considerations of instructional design at the course-level. Overall, the ERT supports the recommendations (4.1-4.5) below, and the key insights from the self-assessment align with the themes that emerged through our interviews with the program chair, instructors, students, alumni, and KPU support staff. To bridge the issues that have emerged in sections 3 and 4, the ERT highly recommends that that core faculty and staff (and contract faculty, although with adequate compensation for their labour) engage in a curriculum mapping process. Curriculum mapping (CM), completed over the course of a few months through multiple team-based and individual tasks, will help connect program level revisions (e.g., competencies, LOs, pathways) with course-based instructional design considerations (e.g., LOs, assessment strategies, learning activities).

Through the CM process, a clearer understanding of the following will emerge:

- Moments of significant competency development and progression across four years
- Range of learning activities employed across degree programs (e.g., lecture, lab, discussion, on-farm, community-based, field trips, internships, self-directed, team-based)
- Range of assessment activities across the degree (e.g., individual and group projects; verbal, written, design-based communication activities; hands-on, skill development activities; research/inquiry focused activities; midterm/final exams)
- Gaps and overlaps in instructional capacity and workload for all stakeholders (e.g., students, staff, full-time and contract faculty)

We often (should) know our course designs quite well, but rarely have the time to have an in-depth understanding of the similarities and differences of others' courses within our own programs, which can lead to poor decision-making at the program level. With a fulsome curriculum map, evidence-based decisions can be made about resource allocation towards different activities across a program, such as time/cost of field trips compared to research/inquiry projects or time on-farm or in the lab. In terms of learning activities, it can be helpful to recognize how much in-class time is devoted to lectures, discussions, individual work, group work, and self-directed problem-solving. Or determining the ratio of verbal to written to design-based communication assignments across the program. Lastly, the process of developing a CM will reveal the gaps in knowledge/capacity/expertise that can inform future hiring opportunities.

Without investing in the process of curriculum mapping, it is very unlikely that all key stakeholders understand the scope and scale of the activities in the degree program, resulting in the phenomenon of “missing the forest for the trees” and the associated pitfalls that emerge when individuals working towards a common goal do not realize that everyone has a limited understanding of the whole. Additionally, beyond producing a “map/artifact”, curriculum mapping is a relational process that can reveal the often-overlooked strengths of individuals in a program, improving the internal capacity for high-level collaboration in complex situations.

## CHAPTER 5: Quality of Services, Resources and Facilities

**Criteria:** *This chapter adequately assesses program resources, equipment, software, and facilities from both the student and instructor perspective. The assessment is supported by appropriate evidence and conclusions.*

### Standard for Assessing this Chapter:

- The programmatic strengths and weaknesses identified in this chapter are supported by data and external review findings;
- Recommendations are supported by data, a clear rationale and external review findings

### The External Reviewers:

|  |  |
|--|--|
| Validate the Chapter’s findings and recommendations    yes, with additions | Do not validate the Chapter’s findings and recommendations |
|--|--|

Rationale for this Determination: The faculty and staff provided additional information on some of the software, resources and equipment available to faculty and students that are available. From an industry perspective, there is also a tremendous opportunity to advance learning by continually acquiring and trialing new/appropriate technologies that have been developing and continues to find new equipment and methods for sustainable approaches. The Sustainable Ag program could be a leader in developing new proven methods.

With the size of the facilities and complexity of maintaining facilities for the Sustainable Ag program. We would agree with the recommendation 5.2 to refine and define which facilities and areas each of the parties are responsible for and an allocated budget in order to ensure the grounds, site, and facilities are maintained to the KPU standards.

In a few of the interviews, Alumni, Students and Faculty identified that it was very apparent that the registrar’s office needed more information and knowledge about the Sustainable Ag program. We agree with the findings and recommendation 5.1. In addition, we suggest that other Faculties/Departments at KPU be invited to learn more about the SustAg program, Farm School and facilities through familiarization sessions, visits/trips and so forth (see our proposed additions to recommendation 2.10).

N/A

**APPENDIX 1: SITE VISIT AGENDA****Kwantlen Polytechnic University****Bachelor of Applied Science in Sustainable Agriculture****External Review Remote Site Visit Agenda**

March 7 &amp; 9, 2022

Via Microsoft Teams

Thanks to External Reviewers:

Alex Augustyniak, Lucky Sun Farm/Minter Country Garden

Will Valley, UBC

David Sadoway, KPU

Day 1: March 7, 2022

|                |  |
|----------------|--|
| 9:00 - 9:50:   | Meet with Program Chair  |
| 9:50 - 10:00:  | Break  |
| 10:00 - 11:00: | Meet with Program Faculty  |
| 11:00 - 11:10: | Break  |
| 11:10 - 12:00: | Meet with University Services Panel (Library Services/ Faculty Advising) |
| 12:00 - 12:10: | Break  |
| 12:10 – 12:50: | Meet with Dean   |

Day 2: March 9, 2022

|                |   |
|----------------|---|
| 9:00 – 10:00:  | Meet with Alumni  |
| 10:00 - 10:10: | Break   |
| 10:10 - 11:10: | Meet with Students  |
| 11:10 - 11:20: | Break   |
| 11:20 - 12:00: | Meet with Program Chair   |
| 12:00 - 12:10: | Break   |
| 12:10-12:40:   | External Review Team meets to discuss findings and coordinate their review. |

REPORT: Sustainable Agriculture External Review Report

**OVERALL ASSESSMENT:**

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

**Reviewer #1:** The External Reviewers were clearly impressed by Sustainable Agriculture (SA) faculty, students, staff, and alumni, and by the care SA has taken in reflecting on their program. The External Reviewers acknowledge the critical importance of this program to the community and its potential to connect with Faculties and departments across KPU. The External Review Report offers several recommendations for clarifying rationales and next steps via constructive feedback and concrete suggestions. As a result, the SA program has an excellent path forward for strengthening key components of their program in the coming years.

**Reviewer #2:** The report has valid and sound reasoning on the topics discussed. They provided extensive information for their rationales. The information provided is thoughtful and reasonable. It seems that the program is aware of their strength and weaknesses and are putting effort to improve. The report goes through many steps, but the given rationales review most scenarios and provides a good course of action. It is prevalent that there is a great focus on student learning and experience. Overall, the report holds the necessary information and should be submitted for approval.

**Reviewer #3:** Overall, a very comprehensive review by the ERT team. There are some great recommendations in the EER by the ERT for chapter two that could truly benefit the SA program moving forward and with longevity, growth, and cross disciplinary projects, and electives. The suggestions by the ERT team for chapter three for increasing hands-on, experiential learning was very well documented and with actionable items for the SA program review team for the next steps with the program review. The recommendations for chapter four by ERT highly recommended that that core faculty and staff engage in a curriculum mapping process. This is a wonderful recommendation to take forward to teaching and learning to support the next step of circular/program changes. The recommendations by the ERT in chapter 5 are key larger overarching factors that will could help SA become a leader in their field.

**The Report:**

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

**MAJOR ISSUES AND SUGGESTED ACTIONS:**

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

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

| Issue | Suggested Action for the SSCPR |
|-------|--------------------------------|
|       |                                |





## SENATE STANDING COMMITTEE ON PROGRAM REVIEW

### Reviewers' Comments: External Review Report

#### **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 #)   |
|--|
| Rationale for this Determination: The faculty and staff provided additional information on some of the software, resources(,) and equipment available to faculty and students that are available. (page 8) |

## SENATE STANDING COMMITTEE ON PROGRAM REVIEW

**Agenda Item:** 5.2

**Meeting Date:** May 18, 2022

**Presenter:** Courtney Verhage, Sharmen Lee

**Agenda Item**                      **New BSN Second Annual Follow-Up Report**

| Action Requested | Motion |
|------------------|--------|
|------------------|--------|

|                               |   |
|-------------------------------|---|
| <b>Recommended Resolution</b> | THAT the Senate Standing Committee on Program Review accept the New BSN Second Annual Follow-Up Report as attached. |
|-------------------------------|---|

**Senate Standing Committee Report**                      For Senate Office Use Only

**Attachments**                      New BSN Second Annual Follow-Up Report

**Submitted by**                      *Melike Kinik-Dicleli, Manager of Quality Assurance*

**Date submitted**                      *April 27, 2022*



## New BSN Second Annual Follow – Up Report

Date Self-Study Report approved by SSCPR: February 28, 2018  
Date of External Review Site Visit: March 26, 2018  
Date of Quality Assurance Plan approved by SSCPR: February 19, 2020  
Date of First Annual Follow-Up Report approved by SSCPR: February 24, 2021  
Date of Second Annual Follow-Up Report submitted to SSCPR: April 27, 2022

### **Second Annual Progress Report**

MONTH/YEAR WHEN FIVE-YEAR ACTION PLAN BEGAN: JANUARY 2019

Note to Reviewers (whom are anticipated to be different from those who began this process with us):

This review process began in 2017. Initial reports in this series, and the quality assurance strategies and goals that precipitated, were based on data collected from students in a prior iteration of the program with an eye to the future delivery of our updated program, here-in referred to as “New BSN.” This year, the New BSN Program turns 5 years old. In this time, there have been significant changes. Notably, one year after the implementation of the program the two faculty members who spearheaded this change, BSN Program Chair of a decade and Curriculum Chair, both retired. Funded releases for Program Chair, Curriculum Chair, and Program Evaluations have all been either significantly reduced or eliminated. The writer of this report is the 3<sup>rd</sup> to hold the role of Program Chair since the new program rolled out, after the seat sat vacant for some time. The Curriculum Chair position has been sporadically filled and funded. The program has been without a Curriculum Chair since Summer 2021 and critical work related to the approved changes in admissions requirements stalled in the 21/22 academic year. Despite these challenges, BSN has made significant progress on outstanding items from the First Annual Follow-Up, all of which are listed in the table below.

STRATEGY 1: Continue working with FoH Chair of Admissions & Progressions (A&P), Dean's Office and Vice Chair of Senate to change BSN's Admission criteria to further decrease attrition and increase student/graduate success.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **Theme A:** Admissions and Progressions **Goal:** The BSN Program aims to graduate 95-100% of all students admitted into New BSN's two 32-seat cohorts per year (i.e. graduate 60 to 64 successful alumni per year)

| Step(s) Required to Achieve this Strategy   | Led by                           | Start on (M/YY) | Complete By (M/YY) | Progress to Date/Reasons for Lack of Progress  |
|---|----------------------------------|-----------------|--------------------|--|
| Explore the possibilities to develop in conjunction with local school districts non-cohort-based dual credit/entry level courses for Health Foundations (HF). | Health Foundations Program Chair | Ongoing         | Discontinued       | Health Foundations (HF) has been discontinued.<br><br>It was last reported that the BSN program was updating admission requirements to address attrition |

## New BSN Second Annual Follow – Up Report

|  |  |         |                          |   |
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|  |  |         |                          | <p>and progression. In 2021, it was approved by Senate that students will no longer complete HF and declare into BSN. Starting September 2022, future students apply to the program with pre-requisite courses and complete CASPer screening (a computer-based assessment of non-cognitive skills and interpersonal traits). None of the pre-requisite courses are housed in Faculty of Health.</p> <p>Of the new pre-requisite courses, HSCI 1115 is a dual-credit course, but is housed in another department. HEAL 1100, 1150, and 1180 are no longer taught in FoH, but are accepted as credits for admission.</p> <p>See Appendix A for a list of pre-requisites.</p>  |
| Continue to hold "BSN Information Sessions" for potential candidates emphasizing realities of nursing as a career choice, including sharing BCCNM Requisite Skills and Abilities (RSAs) and characteristics of potential nurses. | FoH Chair of Admissions and Progressions | Ongoing | Completed Every Semester | <p>BSN Info Sessions have been held for many years; the start date is unknown. The pandemic initially put these on pause, however they were resumed virtually.</p> <p>Info sessions are held in collaboration with the Future Students Office every 4-8 weeks. KPU student nurses are invited to attend BSN info sessions and Open Houses. BSN faculty and students also set up tables at various KPU events, where they can share their lived experience.</p> <p>With the end of HF, we engaged the marketing department to bring awareness to the new admissions requirements. A small part of that strategy includes directing students to the FoH page where the BCCNM RSAs document is listed for review.</p> <p>CASPer is also part of the multi-prong approach to recruitment and admissions intended to assess students and capture those with qualities amenable to nursing.</p> |

## New BSN Second Annual Follow – Up Report

STRATEGY 2: Design the process to assess and resolve any potential concerns identified in the Revised BSN Program evaluation that could affect the quality and integrity of the New BSN program.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **Theme B:** Maintain the quality and integrity of the new BSN Program **Goal 1:** BSN aims to maintain the quality/integrity of the New BSN program to meet the requirements of the BCCNM, as evidenced by formative evaluations at the end of each semester, summative evaluations at the end of program completion and one-year follow-up and feedback from workplace/discipline/sector.

| 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   |
|---|--------------------------------|-------------------------------|---|---|
| Standardize a specific program schedule for KPU Library service personnel to engage directly with BSN students in their program.  | BSN Curriculum Committee Chair | As soon as the Chair is hired | Completed                                 | <p>BSN students are now coming to the program as second or upper year university students with exposure to and experience with the library resources.</p> <p>BSN Course Presentations are standardized with content directed by the Dean's office. Students are directed to Library resources through their course presentations, through their instructors and for assignments across the program, and on their student hub.</p> <p>BSN has a dedicated Librarian that provides faculty and student support.</p> |
| Standardize library resource information in all course presentations with BSN Faculty.  | BSN Chair, Curr Chair          | 11/19                         | Completed                                 | See above.  |
| <p>To address faculty's need for support to learn to effectively use available technology:</p> <p>(a) Moodle Introductory Course mandatory for all new Faculty as a part of their orientation</p> | BSN Chair, Dean's Office       | 1/20                          | 1/22 Partially Achieved, Ongoing Priority | <p>In recent years, the Teaching and Learning Commons has vastly improved the variety, quantity, and quality of technological support for faculty. The preceding two years of online teaching and learning has also facilitated faculty's comfort level with a variety of technology and virtual learning tools.</p> <p>The FoH is already a technologically advanced department, utilizing a variety of unique learning</p>  |

## New BSN Second Annual Follow – Up Report

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|  |               |         |         | <p>tools such as virtual SIMS, virtual nursing skills learning tools, in-person lo and hi fidelity simulations, and a variety of learning applications like Pebble Pad, Big Blue Button, etc. FoH also employs Lab Educators and Coordinators, and in the recent past SIMs coordinators to support faculty with related technologies.</p> <p>The Dean's office supports this goal during onboarding and professional development reviews. Including directing faculty to the "Foundations in Teaching Excellence Program," which covers learning technologies.</p> <p>The Program Chair arranges for new faculty to review Moodle during their BSN orientation. New faculty are also provided with resources and links for further support from Teaching and Learning Commons and IT. New faculty are also paired with a peer mentor who is familiar with the functions of Moodle as used for their specific course and can be a touch point for new faculty.</p> |
| Advocate for the Dean's office to maintain the ongoing release position for BSN Curriculum Chair | Dean's Office | Ongoing | Update. | <p>There is no release for Curriculum Chair. The seat has been empty since Summer 2021.</p> <p>This action item was created to support Strategy 2 and the goals noted above and was a key area of concern arising from the SSR and ER, and SSCPR reviewers. There was concern that the program was undertaking several changes any one of which could destabilize the program.</p> <p>These changes included a) a new pedagogical approach which b) necessitated a reverse ordering of clinical experiences, c) leaving faculty who were once</p>   |

## New BSN Second Annual Follow – Up Report

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|  |  |  |  | <p>teaching experienced student nurses, now teaching inexperienced nurses and vice versa; d) a new approach to admissions (3+1) which eliminated two clinical experiences from the degree and e) meant that students were coming to year two of the program largely educated outside of the faculty. f) Many seasoned faculty were not fluent in concept-based curriculum, and those that were would retire in the 5 year timeline of the review.</p> <p>In 2021, new admission requirements were approved by senate to address attrition concerns related to the 3+1 model that New BSN implemented (the Health Foundations declaration model of admission) in 2017. This however necessitated a series of curricular changes which have not yet been completed. The first cohort starts under these new criteria September 2022. This work has not yet been completed because there was no funded release to drive the large body of work required to be completed, and/or no other mode of leadership taken up to see the work through.</p> <p>The Dean's office offered 25% release for the Spring 2022 term to facilitate a small portion of the critical administrative-type work related to these changes (to complete course outline updates and/or D6's and D7's). This release did not cover the overarching and foundational work that was required to address the changes to admissions requirements. Thus, the work of the release was not able to move forward. This 25% release went unfilled.</p> <p>Various past, interim, and present BSN committee and</p> |
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## New BSN Second Annual Follow – Up Report

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|   |                      |       |           | <p>program chairs, as well as various concerned faculty members have advocated in a variety of formal and informal ways for a release for BSN Curriculum Chair to ensure the program's quality and success as it moves from a being a new program to being an established program. These efforts have not been successful and critical items have stalled.</p> <p>The Dean's office did not provide an update on this item when requested.</p>   |
| BSN Evaluation Committee will explore potential cause and effect with respect to potentially inflated grades in degrees that prepares students for professional designations. | BSN Evaluation Chair | 05/20 | Completed | <p>The Covid-19 Pandemic resulted in an energy intensive pivot, with many committee members dedicating excess time to the demands of teaching in healthcare during a pandemic.</p> <p>This issue has been shared with BSN faculty and discussed at a BSN faculty meeting. The committee has a strategy to ensure faculty are aware of the problem and seeks to understand the causes and to take remedial action where possible.</p> <p>Faculty are currently working on their rubrics to assess for areas of improvement.</p> |



## New BSN Second Annual Follow – Up Report

STRATEGY 3: Ensure student's marks reflect their true abilities.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **Theme B:** Maintain the quality and integrity of the new BSN Program. **Goal 1:** BSN aims to maintain the quality/integrity of the New BSN program to meet the requirements of the BCCNM, as evidenced by summative evaluations at the end of each semester, summative evaluations at the end of program completion and one-year follow-up and feedback from workplace/discipline/sector.

| 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   |
|--|---|-----------------|--------------------|---|
| Evaluate the effectiveness of writing rubrics through the end of semester meetings.  | BSN Curriculum Chair, BSN Program Chair | 12/17           | Completed.         | With the BSN Curriculum and Program Chair roles being inconsistently occupied or left completely empty for substantial periods of time, in combination with the challenges of teaching Nursing during a pandemic and this item had been put on hold.<br><br>With the Evaluation Committee's renewed focus on inflated grades/role of rubrics in grading, faculty will be re-assessing writing rubrics as well. The Program Chair is looking at examples in other FoH programs where rubrics are program wide and used across courses. |
| Review writing assignments in Health Foundations courses to evaluate effectiveness and explore options for improved nursing-related skill development. | Health Foundations Chair                | 01/19           | Suspended          | HF has been discontinued.<br><br>Pre-requisite courses are not housed within Faculty of Health. ENG 1100 – Introduction to University Writing remains a pre-requisite course.   |

STRATEGY 4: Develop and implement a formative and summative evaluation process and tools to evaluate the concept based new BSN program.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **Theme C (b):** Recommendations on Formative/Summative Program Evaluation for new BSN. **Goal 1:** Plan and complete formative and summative evaluations of the new BSN concept-based program.

| Step(s) Required to Achieve this Strategy   | Led by                         | Start on (M/YY) | Complete By (M/YY) | Progress to Date/Reasons for Lack of Progress  |
|---|--------------------------------|-----------------|--------------------|--|
| Plan and implement a comprehensive evaluation plan (both formative and summative) | BSN Evaluation Committee Chair | 09/18           | 06/21 Completed    | The Evaluation Committee is following the summative and formative evaluation process that it adapted for |

## New BSN Second Annual Follow – Up Report

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| that addresses both curricular changes and program outcomes.   |   |       |                | <p>New BSN. The committee developed a detailed description of the roles and responsibilities of committee members. Each member is responsible for one section of the evaluation. This evaluation plan received accolades in BSN's previous accreditation process and was highly regarded. BSN maintained this high standard for evaluation as noted in our most recent accreditation report.</p> <p>See Appendix B for excerpts from the committee's evaluation plan, including the committee member's roles, the types of data collected, and the way it is reported. Full report available upon request.</p> |
| Monitor inclusion of NCLEX-like questions in quizzes and exams each semester.  | BSN Evaluation Committee and Curriculum Committee | 09/20 | 5/21 Completed | <p>A data collection template was developed, and data collected. The Evaluation Committee Chair reports that faculty have integrated NCLEX-type questions into their courses. NCLEX results are now shared with faculty as soon as they are received and discussed in full at the following faculty meeting. The next generation NCLEX will focus on clinical reasoning, which BSN adopted as central to the New BSN program and is integrated across semesters.</p>   |
| Tools and methods have been created appropriate for a concept-based curriculum to collect data at regular intervals from students, faculty, and health care employers. | BSN Evaluation Committee                          | 09/17 | 6/21 Completed | <p>Course Reviews (online), Performance Appraisal Forms for clinical practice, and Program Completion Surveys (online) were previously completed and are in use.</p> <p>The Evaluation Committee has since created the one-year follow-up survey and has distributed them to our first graduates. During the Covid-19 pandemic, the return rate was low. A new tool for collecting data through our one-year employer follow-up is being piloted.</p>  |

## New BSN Second Annual Follow – Up Report

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|   |                                |       |           | Additionally, a revised tool and method of collecting data has been implemented for Student Course Evaluations. Previously a singular survey completed on BSN Homebase on Moodle, new Student Course Evaluation surveys are now separate surveys for Theory, Clinical and Laboratory courses hosted on the course Moodle page. This better captures whether concepts are carried across learning modalities within the program. |
| Discuss with Faculty about the feasibility of developing a clinical feedback form to distribute at the end of each clinical rotation to unit staff.                   | BSN<br>Evaluation<br>Committee | 02/20 | Completed | This item has been discussed at a BSN faculty meeting and the process has been initiated. However, due to the increased workload faced by unit staff since the beginning of the Covid-19 Pandemic, implementation of this item is slow moving.  |
| Faculty to discuss the options for ensuring that the lab skills course taught in Health Foundations will be revisited in terms of core skills during BSN lab courses. | Lab<br>Coordinator             | 4/20  | Completed | HF has been discontinued.<br><br>The Lab Coordinator and Lab faculty have already assessed skills across lab courses, cross referenced this with the requisite new graduate nurse competencies and mapped out how lab skills will be covered across the program.  |

## New BSN Second Annual Follow – Up Report

STRATEGY 5: In following the Revised BSN QA Plan A, the New BSN program faculty members will continue to collaborate within the program, FoH, and other KPU departments in order to support their students.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: As indicated in Plan A, continue to aim to have all students report that they felt supported throughout the program by BSN, FoH, and other KPU departments. **Theme D:** Collaborating with other KPU Departments and FoH Programs. **Goal 1:** Initiate collaboration or continue to collaborate with the BSN faculty, FoH Lab Coordinator, and other KPU departments to support student learning and expand curriculum content.

| 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  |
|--|-----------------------|-----------------|-----------------------------------|--|
| Initiate discussions both within FoH and across KPU (e.g. with Sociology) to explore indigenization of curriculum, including consultations with Indigenous learners. | BSN Curriculum Chair  | 09/19           | Completed<br><br>Ongoing Priority | This is an ongoing priority. BSN has adapted courses to meet our regulatory body's accreditation standards. BCCNM, the regulatory body, requires the program practices and teaches indigenous cultural safety, humility, and anti-racism, and we report on this in 2022. Faculty are supported with extensive PD through BCCNM, and have integrated many learning activities, case studies, and practice experiences with the Kwantlen First Nations, and participate in KPU wise activities. This is an ongoing priority. |
| Collaborate with the Librarian responsible for BSN regarding available resources. Discuss use of open source textbooks at faculty meetings.                          | BSN Curriculum Chair  | 09/17           | Not Applicable.                   | Open source texts are supplemental for students but cannot replace the need for nursing textbooks. Open source texts and resources were trialed in Lab courses, but the content did not meet our students' learning needs. BSN, like other nursing programs, tries to utilize resources that students will be using in practice, such as drug and skills guides, since this will be what is expected of them in practice.  |
| Standardize peer feedback form for peer evaluation of psychomotor skills to focus more on reflective practice vs action-procedural                                   | FoH Lab Coordinator & | 09/17           | In Process                        | This item had been on hold due to the impact of COVID-19 on face-to-face lab sessions. The process was to be initiated in Fall 2021 however there has  |

## New BSN Second Annual Follow – Up Report

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| practice.  | BSN Curriculum Chair |       |                     | been no BSN Curriculum Chair with whom to coordinate this work. Lab faculty and instructors are now working on developing and standardizing content for labs in time for September 2022 and the new admissions requirements.  |
| Increase students' awareness of access to high-fidelity simulations by posting semester schedule of open lab simulation on the online BSN Homepage site. | FoH Lab Coordinator  | 09/17 | Partially Completed | This item is in partially completed. Open lab schedules are posted for students semesterly on their student hub. While high fidelity SIMs are available, there is an identified need for more human resources to run SIMS on a regular basis. Work on utilizing labs more efficiently and identifying opportunities for improvement and the resources required is underway with the Lab Coordinator, Program Chairs, and the Dean's office in response to increased nursing seats in Faculty of Health. |

## Appendix: A

| Health Foundations Declaration (32 Credits) |   |   | Entrance Requirements Effective Sept 2022 ( 32 Credits) |                                    |    |
|---|---|---|---|------------------------------------|----|
| ENGL 1100                                   | Introduction to University Writing              | 3 | ENG 1100  | Introduction to University Writing | 3  |
| BIOL 1160                                   | Anatomy and Physiology 1                        | 4 | BIOL 1160   | Anatomy and Physiology 1           | 4  |
| BIOL 1260                                   | Anatomy and Physiology 2                        | 4 | BIOL 1260   | Anatomy and Physiology 2           | 4  |
| HSCI 1115                                   | Introduction to Health Science                  | 3 | MATH 1115   | Statistics 1                       | 3  |
| SOCI 1125                                   | Introduction to Society: Processes & Structures | 3 | Plus 18 Credits from any of:                            |                                    | 18 |
| PSYC 1100                                   | Introduction to Psychology: Basic Process       | 3 | ANTH (Anthropology)                                     | HEAL 1100                          |    |
| ANTH 1100                                   | Social and Cultural Anthropology                | 3 | HSCI (Health Sciences)                                  | HEAL 1150                          |    |
| HEAL 1150                                   | Personal Care Skills: Lab 1                     | 3 | PHIL (Philosophy)                                       | HEAL 1180                          |    |
| HEAL 1180                                   | Introduction to Health Research (I)             | 3 | PSYC (Psychology)                                       |                                    |    |
| HEAL 1100                                   | Mental Wellness and Communication               | 3 | SOCI (Sociology)  |                                    |    |

| Year 1 – Semester 1 (18 credits) |   |                    |
|----------------------------------|---|--------------------|
| HEAL 2150                        | Lab Practice 2  | 3 credits          |
| NRSG 2121                        | Professional Identity 1   | 3 credits          |
| NRSG 2135                        | Relational Practice 2: Advanced Communication   | 3 credits          |
| NRSG 2145                        | Nursing Practice 1  | 6 credits          |
| NRSG 2175                        | Nursing Applications 1  | 3 credits          |
| Year 1 – Semester 2 (15 credits) |   |                    |
| NRSG 2245                        | Nursing Practice 2  | 6 credits          |
| NRSG 2265                        | Nursing Science 1 (Pathophysiology 1)   | 3 credits          |
| NRSG 2266                        | Nursing Science 2 (Pharmacology)  | 3 credits          |
| NRSG 2275                        | Nursing Applications 2  | 3 credits          |
| Year 2 – Semester 3 (18 credits) |   |                    |
| HEAL 2250                        | Lab Practice 3  | 3 credits          |
| NRSG 3121                        | Professional Identity 2   | 3 credits          |
| NRSG 3145                        | Nursing Practice 3  | 6 credits          |
| NRSG 3165                        | Nursing Science 3 (Pathophysiology 2)   | 3 credits          |
| NRSG 3175                        | Nursing Applications 3  | 3 credits          |
| Year 2 – Semester 4 (15 credits) |   |                    |
| HEAL 3180                        | Nursing Science 4: Health Research for Evidenced Informed Practice (Research 2)                                 | 3 credits          |
| NRSG 3245                        | Nursing Practice 4  | 6 credits          |
| NRSG 3275                        | Nursing Applications 4  | 3 credits          |
| PHIL 3010                        | Health Care Ethics  | 3 credits          |
| Year 3 – Semester 5 (17 credits) |   |                    |
| NRSG 4145                        | Nursing Practice 5  | 8 credits          |
| NRSG 4165                        | Nursing Science 5 : Complex Client Care   | 3 credits          |
| NRSG 4175                        | Nursing Applications 5  | 3 credits          |
| ELECTIVE                         | Choose any 3 credit course at the <b>2000</b> level or higher from ANTH, CRIM, ENGL, HEAL, HSCI, PSYC, or SOCI. | 3 credits          |
| Year 3 – Semester 6 (10 credits) |   |                    |
| NRSG 4245                        | Nursing Practice 6 – Consolidated Nursing Practice  | 10 credits         |
| <b>TOTAL PROGRAM</b>             |   | <b>125 credits</b> |

## Appendix B: Excerpts from the Evaluation Committee's Program Review Plan



### Bachelor of Science in Nursing (BSN) Evaluation Committee

#### The BSN Program Review Plan

December, 2021.

The report is intended to provide the information needed for members of the BSN Evaluation Committee (EC), faculty and administration. It includes a brief history and the Terms of Reference for the committee. This is followed by the evaluation plan including a detailed description of the EC's responsibilities for providing the information requested by the BC College of Nurses and Midwives (BCCNM) program review, and examples of each survey used.

The details of the information required from this committee for accreditation are outlined in red in the Appendices. They are taken from the Program Review Guidelines provided by the BCCNM (2021). This information can be adapted for other reports such as the Canadian Schools of Nursing (CASN) accreditation and for KPU's Quality Assurance program.

#### History of the BSN Evaluation Committee

From the mid 1990s until 2004, the BSN program was part of the Collaborative Nursing Program, an innovative amalgam of 10 schools of nursing from around BC. These schools collaborated on program and course design including evaluation. Several scholarly articles were written and published by nursing faculty in the collaboration. Here is a brief description of the program by Molzahn & Purkis (2004) from the University of Victoria, one of the leading institutions in the collaboration:

Collaborative nursing education programs have been offered to facilitate access to baccalaureate-level nursing education. Our Collaborative Nursing Program involved 10 institutional partners and has been one of the largest of such programs. The collaborative approach to nursing education has been identified as an important model; the benefits include optimal use of resources and opportunities to develop and share knowledge across institutions. (p. 41)

1



During the years of the Collaborative Program, faculty at the ten institutions assembled regularly to develop/improve a common curriculum and each course. They provided each other with inspiration and support and in that environment also created a series of evaluation tools to capture feedback from students in each course and a program evaluation when they graduated. In addition, at one-year post graduation, the previous students were again surveyed along with their employers. This data was used to improve both the classes and the program. It was also compiled and submitted as part of the accreditation process through the BC College of Nurses (now BCCNM) and CASN.

In 2004, Langara and Douglas Colleges were asked to leave the collaboration when the government changed the degree granted by these colleges to **applied** degrees and some in the collaboration objected to including them as partners. The BSN faculty at Kwantlen University College (as we were then known) voluntarily withdrew from this collaboration in support of the two colleges.

Immediately after our withdrawal from the Collaborative program, the Curriculum Committee assumed the evaluation duties for our BSN program. Several years later, because of workload concerns, a separate Evaluation Committee (EC) was formed. The Chair was given a 25% release. Although faculty were responsible for distributing the course evaluations to their classes and summarizing the results for the End of Semester meetings (EOS), the EC assumed responsibility for writing the course evaluation survey as well as the program and one year follow-up surveys and overseeing their data collection and analysis. The EC also became responsible for disseminating the findings, yearly for the faculty and Curriculum Committee (CC) and multi-yearly for accreditation reports.

Following the adoption of a 'construct' driven philosophy in 2016, a new curriculum had to be developed and every course had to be rewritten. The faculty, Curriculum and Evaluation committees were fully engaged in the process for several years. For the EC, it necessitated rewriting the evaluation tools so that they reflected the new philosophy of our program. This included creating a new Performance Appraisal for evaluating students clinical performance and the Course Evaluation survey and process, as well as editing the program evaluation and the one-year follow-up surveys. The committee first embarked on developing a Terms of Reference for our new committee. It outlined the roles and responsibilities of the committee members and is contained in Appendix 2 in this report.

2

## Purpose of the Evaluation Committee

The purpose of this committee is to help ensure BSN students who graduate from our program become capable registered nurses who have successfully achieved the competencies and Standards of Practice of the BCCNM. The members of the committee do this by conducting a multi-level, multi-source evaluation process incorporating data received from students, faculty, employers, and licensure examiners. The evaluation process includes collecting data from both formative and summative assessments.

The committee members develop the instruments needed to accomplish this task, oversee the collection and analysis of the data subsequently providing the results to the following groups:

1. The BSN Curriculum Committee
2. The BSN Faculty both individually and at Faculty Meetings
3. The BC College of Nurses and Midwives (BCCNM)
4. KPU's Internal Program Review (IPR)
5. The Canadian Association of Schools of Nursing (CASN) (discontinued at present)

The BSN evaluation plan has a number of data collection events including:

1. Formative Evaluation
  - a. Student's Course Evaluation (CE) survey. Each course is evaluated online once a year.
  - b. Data from the CE is used at the End of Semester (EOS) meetings by each semester's faculty team to improve the content and leveling of the courses throughout the semester/program (Appendix 1 & 1a).
2. Summative Evaluation
  - a. Student's Program Review. The students complete this survey in the last class of the program. The committee provides the questions to KPU's OPA who administer the survey (Appendix 3 & 3a),
  - b. Student's One-Year Post Graduation survey (online) (Appendix 4 & 4a),

- c. Employer's One-Year assessment of the performance of our former nursing students (online and/or phone) (Appendix 4 & 4b),
- d. National Council Licensure Examination- RN (NCLEX). This is the exam written by all nursing student graduates in Canada and the USA to assess each student's safety to practice. It is an invigilated, adaptive online exam (Appendix 5),
- e. Accreditation body feedback (BCCNM, CASN & KPU IAP). It should be noted that the committee provides information about the program to our accreditation bodies but also receives information about how it could be improved from them.

## Consultation

The importance of consultation with all the stakeholders involved in our students' education cannot be underestimated. Students, faculty, and employers have valuable contributions to make to the process of evaluating our program. For example, when developing the Concept Based Clinical Performance Appraisal (PA), two members of the committee met with groups of students in the program to determine the kind of information that would be useful to them on their PA. As the students discussed their perceptions of an appropriate PA, their remarks were summarized on the board and photographed for consideration by all the EC members at a later time.

Faculty were also consulted about the development of the PA. One member of the EC attended each EOS to gather the information that faculty deemed important to include. Although the committee created a common PA for use across the program, faculty requested an opportunity to include items unique to the clinical in that semester. So, although faculty eventually agreed on a common PA, they were free to add extra items.

Consultation with the employers is more difficult. Earlier in a previous committee's history, this aspect of the evaluation was dropped because of the difficulty getting feedback from nurses working on the units who were mentors/ co- workers of our former students. The previous committee members had asked our prior students at the one-year follow-up to provide the name and contact information of a nurse mentor they had worked with who could provide feedback about the student. Although they were contacted and the feedback was anonymous, few nurses participated. Determining a more effective method of collecting this data is under review by the current EC members. We are investigating the



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  - b. Student's One-Year Post Graduation survey (online) (Appendix 4 & 4a),

- c. Employer's One-Year assessment of the performance of our former nursing students (online and/or phone) (Appendix 4 & 4b),
- d. National Council Licensure Examination- RN (NCLEX). This is the exam written by all nursing student graduates in Canada and the USA to assess each student's safety to practice. It is an invigilated, adaptive online exam (Appendix 5),
- e. Accreditation body feedback (BCCNM, CASN & KPU IAP). It should be noted that the committee provides information about the program to our accreditation bodies but also receives information about how it could be improved from them.

## Consultation

The importance of consultation with all the stakeholders involved in our students' education cannot be underestimated. Students, faculty, and employers have valuable contributions to make to the process of evaluating our program. For example, when developing the Concept Based Clinical Performance Appraisal (PA), two members of the committee met with groups of students in the program to determine the kind of information that would be useful to them on their PA. As the students discussed their perceptions of an appropriate PA, their remarks were summarized on the board and photographed for consideration by all the EC members at a later time.

Faculty were also consulted about the development of the PA. One member of the EC attended each EOS to gather the information that faculty deemed important to include. Although the committee created a common PA for use across the program, faculty requested an opportunity to include items unique to the clinical in that semester. So, although faculty eventually agreed on a common PA, they were free to add extra items.

Consultation with the employers is more difficult. Earlier in a previous committee's history, this aspect of the evaluation was dropped because of the difficulty getting feedback from nurses working on the units who were mentors/ co- workers of our former students. The previous committee members had asked our prior students at the one-year follow-up to provide the name and contact information of a nurse mentor they had worked with who could provide feedback about the student. Although they were contacted and the feedback was anonymous, few nurses participated. Determining a more effective method of collecting this data is under review by the current EC members. We are investigating the

competencies and Standards of Practice set by the College. In order satisfy their requirements, KPU and other degree granting institutions, perform a detailed written self-report and host a two day site visit by members of the reviewing committee. One of the responsibilities of the KPU Evaluation Committee is to provide specific detailed information to be included in the self-report document. These are provided in the Appendices of this document. The details of the BCCNM self-report that are the responsibility of the EC are contained in the document, Program Review guidelines on pages 33 & 34. The link is below:

[https://www.bccnm.ca/Documents/education\\_program\\_review/RN\\_NP\\_EPR%20Guidelines.pdf](https://www.bccnm.ca/Documents/education_program_review/RN_NP_EPR%20Guidelines.pdf)

## Resources for Interpretation of NCLEX- RN Exams

The Evaluation Committee helps faculty interpret the results of the biannual NCLEX-RN examination written by our students after graduation. Here are two of the websites they have found useful.

### 1. Test Plan

[https://www.ncsbn.org/2019\\_RN\\_TestPlan-English.pdf](https://www.ncsbn.org/2019_RN_TestPlan-English.pdf)

### 2. A Guide for Nurse Educators (Cost 30\$ US)

<https://www.ncsbn.org/5071.htm>

The following is a summary of the performance of Ontario Schools of Nursing students on the NCLEX-RN in 2019. It is included here as an example of how these type of reports can be written and interpreted.

<https://www.cno.org/globalassets/2-howweprotectthepublic/statistical-reports/nursing-registration-exams-report-2019.pdf>

## Appendices

Each Appendix in this document provides the information needed for BCCNM report. It is current as of December, 2021. This includes a detailed description of the evaluation plan including the data collection methods and analysis; action plans for the outcomes; frequency and timelines of measurement; accountability process including the Terms of

Reference for the committee; and a copy of each evaluation tool used. This report also outlines how the BSN faculty use the results of each of the formative and summative evaluation to make changes in the program. The only additional information needed for the BCCNM report is a multi-year summary of the results.

## Appendices

|  | Page |
|--|------|
| 1. Appendix 1: Formative Review Plan: Course Evaluations                             | 10   |
| 2. Appendix 1a: Student Course Evaluation Survey                                     | 14   |
| 3. Appendix 2: Terms of Reference of the Evaluation Committee                        | 16   |
| 4. Appendix 3: Summative Review Plan: Program Evaluation Process.                    | 19   |
| 5. Appendix 3a: Program Review Graduating Student Survey                             | 24   |
| 6. Appendix 4: Summative Review Plan: One year Follow-up for Students and Employers. | 47   |
| 7. Appendix 4a: One year Follow-up survey for Former Students                        | 52   |
| 8. Appendix 4b: One Year Follow-up Survey for Employers/Mentors                      | 59   |
| 9. Appendix 5: Summative Review Plan: NCLEX-RN Results.                              | 64   |
| 10. Appendix 6: Formative and Summative Evaluation Timetable                         | 68   |

## Summary

The Evaluation Committee is responsible for helping ensure the BSN program successfully graduates student nurses ready to effectively practice the profession of nursing. To do this

2. Read the report of the findings of the Program Evaluation (all faculty).
3. Discuss these results at faculty and team meetings.
4. Incorporate student feedback into the program when trends are observed over a sustained time period (usually 1 or 2 years).

## APPLICATION OF THE FINDINGS

The findings resulting from the analysis of the PE data collected, as reported by the EC, are used by faculty in the following process:

### 1. Curriculum Committee

The curriculum Committee (CC) makes decisions regarding the planning, implementation, and evaluation of the BSN program. The EC report of program changes suggested by students is sent to the CC committee. The members discuss the report and consider any necessary changes in the curriculum. Major changes go to a Faculty Meeting for adoption.

### 2. Faculty Meetings

Major changes in the program are sent from the CC to Faculty Meetings for approval. Once these changes have been approved, they are sent out to the appropriate semester teams for implementation.

### 3. Semester Team Meetings

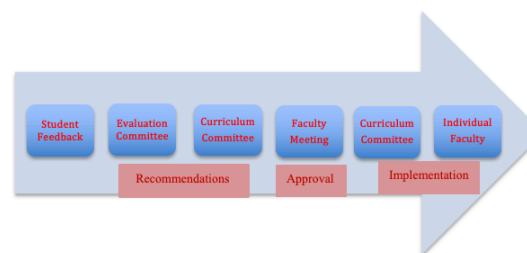
Once the blueprint for the changes to the program is distributed to them, the Semester Team members decide how best to incorporate this information. When large program changes are made extraordinary multi-semester meetings are held.

### 4. Individual Faculty

Faculty members are responsible for incorporating these changes into the courses they teach. If necessary making changes to their course presentations and weekly content.

A flow chart depicting how these changes are incorporated into the program is shown below:

**Table 1. Flow Chart for Incorporation of Changes Based on the Program Evaluation Completed by Students.**



## EVALUATION OF THE PROGRAM EVALUATION SURVEY

### Evaluation of the PE Survey

The changes in the PE survey are undertaken on a regular basis by the EC. Feedback is obtained from a variety of sources including:

1. Semester Team meetings attended by a committee member
2. Faculty Meetings
3. Emails seeking feedback sent out by the EC
4. Review of other University and Colleges' feedback methods

## Formative and Summative Evaluation Plan Timetable

Fall and Spring Intakes



PROGRAM UNDER REVIEW: **New Bachelor of Nursing Program**

**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:** It's concerning that the Curriculum Chair has remained unfilled and critical work has not been undertaken. Despite that, tremendous progress has been made and much work done over the past two years – documented in the first Follow-Up Report and this second one. I had some minor questions about the Evaluation Committee and the step related to rubrics, but realize upon reading further that the Evaluation Committee has a bigger, overarching goal with respect to evaluating the program as a whole, and the work on rubrics is just one piece. The way I see the work of the Evaluation Committee is that it serves as feedback loop to inform the ongoing refinement of the whole program – very impressive!

**Reviewer #2:** This report reflects the struggle the Faculty of Health endures while trying to revise the BSN program to the new BSN. The notes at the beginning of the report explain why some progress has been delayed. This faculty needs to answer to us in program review but also to the professional nursing regulatory body as well. The challenges brought on by significant change while enduring a pandemic are evident. They are correct in assuming that different people may be reading these reports and wondering why the progress has been slow in some areas.

The concerns about the funding for the curriculum chair comes up several times within the report. However, there has been notable progress on many other items. The faculty members should be congratulated for that. We may be approaching the end of the cycle for program review and it may be almost time for a new self-study which may bring things into a clearer perspective. (I am not certain about this, so maybe someone else could address this.) We could ask for an update from the dean's office about the chair position. I wonder if this is a funding issue or an issue of not having someone willing to fulfill this role. I cannot see an answer within this document and I think it should be clearer to the reader and to our committee.

**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  |
|----------------|---|
| Pages 4 and 5  | Information is needed from the dean's office concerning the issue of the curriculum chair. Plans should be made to resolve this problem before we let |

|  |  |
|--|--|
|  | this report become part of our public documents at KPU. Perhaps we need a new action item? I would leave this up to the discretion of the writers of the report. |
|--|--|

**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 – it looks like there's no space between "increasestudent." It's a bit hard to tell in the PDF format with that font though. |



## New BSN Second Annual Follow – Up Report

Date Self-Study Report approved by SSCPR: February 28, 2018  
Date of External Review Site Visit: March 26, 2018  
Date of Quality Assurance Plan approved by SSCPR: February 19, 2020  
Date of First Annual Follow-Up Report approved by SSCPR: February 24, 2021  
Date of Second Annual Follow-Up Report submitted to SSCPR: April 27, 2022

### Second Annual Progress Report

MONTH/YEAR WHEN FIVE-YEAR ACTION PLAN BEGAN: JANUARY 2019

Note to Reviewers (~~whom~~who are anticipated to be different from those who began this process with ~~us~~BSN):

This review process began in 2017. Initial reports in this series, and the quality assurance strategies and goals that precipitated, were based on data collected from students in a prior iteration of the program with an eye to the future delivery of ~~the our~~ updated program, here-in referred to as “New BSN.” This year, the New BSN Program turns 5 years old. In this time, there have been significant changes. Notably, one year after the implementation of the program the two faculty members who spearheaded this change, BSN Program Chair of a decade and Curriculum Chair, both retired. Funded releases for Program Chair, Curriculum Chair, and Program Evaluations have ~~all been either~~ significantly reduced or eliminated. The writer of this report is the 3<sup>rd</sup> to hold the role of Program Chair since the new program rolled out, after the seat sat vacant for some time. The Curriculum Chair ~~role-position~~ has been sporadically filled and funded. The program has been without a Curriculum Chair since ~~Summer-Summer~~ 2021 and critical work related to the approved changes in admissions requirements stalled in the 21/22 academic year. Despite these challenges, BSN has made significant progress on outstanding items from the First Annual Follow-Up, all of which are listed in the table below.

STRATEGY 1: Continue working with FoH Chair of Admissions & Progressions (A&P), Dean's Office and Vice Chair of Senate to change BSN's Admission criteria to further decrease attrition and increase ~~student~~/graduate success.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **Theme A:** Admissions and Progressions **Goal:** The BSN Program aims to graduate 95-100% of all students admitted into New BSN's two 32-seat cohorts per year (i.e. graduate 60 to 64 successful alumni per year)

| Step(s) Required to Achieve this Strategy | Led by | Start on<br>(M/YY) | Complete By<br>(M/YY) | Progress to Date/Reasons for Lack of Progress |
|---|--------|--------------------|-----------------------|---|
|   |        |                    |                       |   |

## New BSN Second Annual Follow – Up Report

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| Explore the possibilities to develop in conjunction with local school districts non-cohort-based dual credit/entry level courses for Health Foundations (HF).  | Health Foundations Program Chair         | Ongoing | Discontinued             | <p>Health Foundations (HF) has been discontinued.</p> <p>It was last reported that the BSN program was updating admission requirements to address attrition and progression. In 2021, it was approved by Senate that students will no longer complete HF and declare into BSN. Starting September 2022, future students apply to the program with pre-requisite courses and complete CASPer screening (a computer-based assessment of non-cognitive skills and interpersonal traits). None of the pre-requisite courses are housed in Faculty of Health.</p> <p>Of the new pre-requisite courses, HSCI 1115 is a dual-credit course, but is housed in another department. HEAL 1100, 1150, and 1180 are no longer taught in FoH, but are accepted as credits for admission.</p> <p>See Appendix A for a list of pre-requisites.</p>   |
| Continue to hold "BSN Information Sessions" for potential candidates emphasizing realities of nursing as a career choice, including sharing BCCNM Requisite Skills and Abilities (RSAs) and characteristics of potential nurses. | FoH Chair of Admissions and Progressions | Ongoing | Completed Every Semester | <p>BSN Info Sessions have been held for many years; the start date is unknown. The pandemic initially put these on pause, however they were resumed virtually.</p> <p>Info sessions are held in collaboration with the Future Students Office every 4-8 weeks. KPU student nurses are invited to attend BSN info sessions and Open Houses. BSN faculty and students also set up tables at various KPU events, where they can share their lived experience.</p> <p>With the end of HF, <del>FoH</del>we engaged the marketing department to bring awareness to the new admissions requirements. A small part of that strategy includes directing students to the FoH page where the BCCNM RSAs document is listed for review.</p> <p>CASPer is also part of the multi-prong approach to recruitment and admissions intended to assess students and capture those with qualities amenable to nursing.</p> |



## New BSN Second Annual Follow – Up Report

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STRATEGY 2: Design the process to assess and resolve any potential concerns identified in the Revised BSN Program evaluation that could affect the quality and integrity of the New BSN program.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **Theme B:** Maintain the quality and integrity of the new BSN Program **Goal 1:** BSN aims to maintain the quality/integrity of the New BSN program to meet the requirements of the BCCNM, as evidenced by formative evaluations at the end of each semester, summative evaluations at the end of program completion and one-year follow-up and feedback from workplace/discipline/sector.

| 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   |
|--|--------------------------------|-------------------------------|--------------------|---|
| Standardize a specific program schedule for KPU Library service personnel to engage directly with BSN students in their program. | BSN Curriculum Committee Chair | As soon as the Chair is hired | Completed          | <p>BSN students are now coming to the program as second or upper year university students with exposure to and experience with the library resources.</p> <p>BSN Course Presentations are standardized with content directed by the Dean's office. Students are directed to Library resources through their course presentations, through their instructors and for assignments across the program, and on their student hub.</p> <p>BSN has a dedicated Librarian that provides faculty and student support.</p> |
| Standardize library resource information in all course presentations with BSN Faculty.   | BSN Chair, Curr Chair          | 11/19                         | Completed          | See above.  |

## New BSN Second Annual Follow – Up Report

|   |                                     |                |  |  |
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| <p>To address faculty's need for support to learn to effectively use available technology:</p> <p>(a) Moodle Introductory Course mandatory for all new Faculty as a part of their orientation</p> | <p>BSN Chair,<br/>Dean's Office</p> | <p>1/20</p>    | <p>1/22<br/>Partially<br/>Achieved,<br/>Ongoing<br/>Priority</p> | <p>In recent years, the Teaching and Learning Commons has vastly improved the variety, quantity, and quality of technological support for faculty. The preceding two years of online teaching and learning has also facilitated faculty's comfort level with a variety of <del>technology</del> <u>technology</u> and virtual learning tools.</p> <p>The FoH is already a technologically advanced department, utilizing a variety of unique learning tools such as virtual SIMS, virtual nursing skills learning tools, in-person lo and hi fidelity simulations, and a variety of learning applications like Pebble Pad, Big Blue Button, etc. FoH also employs Lab Educators and Coordinators, and in the recent past <del>SIMs-Simulation</del> coordinators to support faculty with related technologies.</p> <p>The Dean's office supports this goal during onboarding and professional development reviews. Including directing faculty to the "Foundations in Teaching Excellence Program," which covers learning technologies.</p> <p>The Program Chair arranges for new faculty to review Moodle during their BSN orientation. New faculty are also provided with resources and links for further support from Teaching and Learning Commons and IT. New faculty are also paired with a peer mentor who is familiar with the functions of Moodle as used for their specific course and can be a touch point for new faculty.</p> |
| <p>Advocate for the Dean's office to maintain the ongoing release position for BSN Curriculum Chair</p>   | <p>Dean's<br/>Office</p>            | <p>Ongoing</p> | <p>Update.</p>   | <p>There is no release for Curriculum Chair. The seat has been empty since Summer 2021.</p> <p>This action item was created to support Strategy 2</p>  |

## New BSN Second Annual Follow – Up Report

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|  |  |  |  | <p>and the goals noted <del>above and above</del>. This was a key area of concern arising from the SSR and ER, and <u>expressed by</u> SSCPR reviewers. There was concern that the program was undertaking several changes any one of which could destabilize the program.</p> <p>These changes included a) a new pedagogical approach which b) necessitated a reverse ordering of clinical experiences, c) leaving faculty who were once teaching experienced student nurses, now teaching inexperienced nurses and vice versa; d) a new approach to admissions (3+1) which eliminated two clinical experiences from the degree and e) meant that students were coming to year two of the program largely educated outside of the faculty. f) Many <del>seasoned</del> faculty were not fluent in concept-based curriculum, and those that were would retire in the 5 year timeline of the review.</p> <p>In 2021, new admission requirements were approved by senate to address attrition concerns related to the 3+1 model that New BSN implemented (the Health Foundations declaration model of admission) in 2017. This however necessitated a series of curricular changes which have not yet been completed. The first cohort starts under these new criteria September 2022. This work has not yet been completed because <u>there</u> was no funded release to drive the large body of work required to be completed, and/or no other mode of leadership taken up to see the work through.</p> <p>The Dean's office offered 25% release for the Spring 2022 term to facilitate a small portion of the critical</p> |
|--|--|--|--|---|

## New BSN Second Annual Follow – Up Report

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|   |                      |       |           | <p>administrative-type work related to these changes (to complete course outline updates and/or D6's and D7's). This release did not cover the overarching and foundational work that was required to address the changes to admissions requirements. Thus, the work of the release was not able to move forward. This 25% release went unfilled.</p> <p>Various past, interim, and present BSN committee and program chairs, as well as various concerned faculty members have advocated in a variety of formal and informal ways for a release for BSN Curriculum Chair to ensure the program's quality and success as it moves from a being a new program to being an established program. These efforts have not been successful and critical items have stalled.</p> <p><u>This remains a priority and an ongoing discussion between the program and the FoH Dean's office.</u></p> <p><del>The Dean's office did not provide an update on this item when requested.</del></p> |
| BSN Evaluation Committee will explore potential cause and effect with respect to potentially inflated grades in degrees that prepares students for professional designations. | BSN Evaluation Chair | 05/20 | Completed | <p>The Covid-19 Pandemic resulted in an energy intensive pivot, with many committee members dedicating excess time to the demands of teaching in healthcare during a pandemic.</p> <p>This issue has been shared with BSN faculty and discussed at a BSN faculty meeting. The committee has a strategy to ensure faculty are aware of the problem and seeks to understand the causes and to take remedial action where possible.</p>  |

## New BSN Second Annual Follow – Up Report

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|  |  |  |  | Faculty are currently working on their rubrics to assess for areas of improvement. |
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STRATEGY 3: Ensure student's marks reflect their true abilities.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **Theme B:** Maintain the quality and integrity of the new BSN Program. **Goal 1:** BSN aims to maintain the quality/integrity of the New BSN program to meet the requirements of the BCCNM, as evidenced by summative evaluations at the end of each semester, summative evaluations at the end of program completion and one-year follow-up and feedback from workplace/discipline/sector.

| 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  |
|---|---|-----------------|--------------------|--|
| Evaluate the effectiveness of writing rubrics through the end of semester meetings. | BSN Curriculum Chair, BSN Program Chair | 12/17           | Completed.         | <p>With the BSN Curriculum and Program Chair roles being inconsistently occupied or left completely empty for substantial periods of time, in combination with the challenges of teaching Nursing during a pandemic and this item had been put on hold.</p> <p>With the Evaluation Committee's renewed focus on inflated grades/role of rubrics in grading, faculty will be re-assessing writing rubrics as well. The Program Chair is looking at examples in other FoH programs where rubrics are program wide and used across courses.</p> |

## New BSN Second Annual Follow – Up Report

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|--|--------------------------|-------|-----------|--|
| Review writing assignments in Health Foundations courses to evaluate effectiveness and explore options for improved nursing-related skill development. | Health Foundations Chair | 01/19 | Suspended | <p>HF has been discontinued.</p> <p>Pre-requisite courses are not housed within Faculty of Health. ENG 1100 – Introduction to University Writing remains a pre-requisite course.</p> |
|--|--------------------------|-------|-----------|--|

STRATEGY 4: Develop and implement a formative and summative evaluation process and tools to evaluate the concept based new BSN program.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **Theme C (b):** Recommendations on Formative/Summative Program Evaluation for new BSN. **Goal 1:** Plan and complete formative and summative evaluations of the new BSN concept-based program.

| Step(s) Required to Achieve this Strategy  | Led by                         | Start on (M/YY) | Complete By (M/YY) | Progress to Date/Reasons for Lack of Progress  |
|--|--------------------------------|-----------------|--------------------|--|
| Plan and implement a comprehensive evaluation plan (both formative and summative) that addresses both curricular changes and program outcomes. | BSN Evaluation Committee Chair | 09/18           | 06/21 Completed    | <p>The Evaluation Committee is following the summative and formative evaluation process that it adapted for New BSN. The committee developed a detailed description of the roles and responsibilities of committee members. Each member is responsible for one section of the evaluation. This evaluation plan received accolades in BSN's previous accreditation process and was highly regarded. BSN maintained this high standard for evaluation as noted in our most recent accreditation report.</p> <p>See Appendix BB for excerpts from the committee's evaluation plan, including the committee member's roles, the types of data collected, and the way it is reported. Full report available upon request.</p> |
| Monitor inclusion of NCLEX-like questions in quizzes and exams each semester.  | BSN Evaluation                 | 09/20           | 5/21 Completed     | A data collection template was developed, and data collected. The Evaluation Committee Chair reports that  |

## New BSN Second Annual Follow – Up Report

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|--|------------------------------------|-------|----------------|--|
|  | Committee and Curriculum Committee |       |                | faculty have integrated NCLEX-type questions into their courses. NCLEX results are now shared with faculty as soon as they are received and discussed in full at the following faculty meeting. The next generation NCLEX will focus on clinical reasoning, which BSN adopted as central to the New BSN program and is integrated across semesters.  |
| Tools and methods have been created appropriate for a concept-based curriculum to collect data at regular intervals from students, faculty, and health care employers. | BSN Evaluation Committee           | 09/17 | 6/21 Completed | <p>Course Reviews (online), Performance Appraisal Forms for clinical practice, and Program Completion Surveys (online) were previously completed and are in use.</p> <p>The Evaluation Committee has since created the one-year follow-up survey and has distributed them to our first graduates. During the Covid-19 pandemic, the return rate was low. A new tool for collecting data through our one-year employer follow-up is being piloted.</p> <p>Additionally, a revised tool and method of collecting data has been implemented for Student Course Evaluations. Previously a singular survey completed on BSN Homepage on Moodle, new Student Course Evaluation surveys are now separate surveys for Theory, Clinical and Laboratory courses hosted on the course Moodle page. This better captures whether concepts are carried across learning modalities within the program.</p> |
| Discuss with Faculty about the feasibility of developing a clinical feedback form to distribute at the end of each clinical rotation to unit staff.                    | BSN Evaluation Committee           | 02/20 | Completed      | This item has been discussed at a BSN faculty meeting and the process has been initiated. However, due to the increased workload faced by unit staff since the beginning of the Covid-19 Pandemic, implementation of this item is slow moving.   |
|  | Lab                                | 4/20  | Completed      |  |

## New BSN Second Annual Follow – Up Report

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| Faculty to discuss the options for ensuring that the lab skills course taught in Health Foundations will be revisited in terms of core skills during BSN lab courses. | Coordinator |  |  | <p>HF has been discontinued.</p> <p>The Lab Coordinator and Lab faculty have already assessed skills across lab courses, cross referenced this with the requisite new graduate nurse competencies and mapped out how lab skills will be covered across the program.</p> |
|---|-------------|--|--|---|

STRATEGY 5: In following the Revised BSN QA Plan A, the New BSN program faculty members will continue to collaborate within the program, FoH, and other KPU departments in order to support their students.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: As indicated in Plan A, continue to aim to have all students report that they felt supported throughout the program by BSN, FoH, and other KPU departments. **Theme D:** Collaborating with other KPU Departments and FoH Programs. **Goal 1:** Initiate collaboration or continue to collaborate with the BSN faculty, FoH Lab Coordinator, and other KPU departments to support student learning and expand curriculum content.

| 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  |
|--|----------------------|-----------------|-----------------------------------|--|
| Initiate discussions both within FoH and across KPU (e.g. with Sociology) to explore indigenization of curriculum, including consultations with Indigenous learners. | BSN Curriculum Chair | 09/19           | Completed<br><br>Ongoing Priority | This is an ongoing priority. BSN has adapted courses to meet our regulatory body's accreditation standards. BCCNM, the regulatory body, requires the program practices and teaches indigenous cultural safety, humility, and anti-racism, and we report on this in 2022. Faculty are supported with extensive PD through BCCNM, and have integrated many learning activities, case studies, and practice experiences with the Kwantlen First Nations, and participate in KPU wide activities. This is an ongoing priority. |
|  |                      |                 |                                   |  |



## New BSN Second Annual Follow – Up Report

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| Collaborate with the Librarian responsible for BSN regarding available resources. Discuss use of open source textbooks at faculty meetings.              | BSN Curriculum Chair                       | 09/17 | Not Applicable.     | Open source texts are supplemental for students but cannot replace the need for nursing textbooks. Open source texts and resources were trialed in Lab courses, but the content did not meet our students' learning needs. BSN, like other nursing programs, tries to utilize resources that students will be using in practice, such as drug and skills guides, since this will be what is expected of them in practice.   |
| Standardize peer feedback form for peer evaluation of psychomotor skills to focus more on reflective practice vs action-procedural practice.             | FoH Lab Coordinator & BSN Curriculum Chair | 09/17 | In Process          | This item had been on hold due to the impact of COVID-19 on face-to-face lab sessions. The process was to be initiated in Fall 2021 however there has been no BSN Curriculum Chair with whom to coordinate this work. Lab faculty and instructors are now working on developing and standardizing content for labs in time for September 2022 and the new admissions requirements.  |
| Increase students' awareness of access to high-fidelity simulations by posting semester schedule of open lab simulation on the online BSN Homepage site. | FoH Lab Coordinator                        | 09/17 | Partially Completed | This item is in partially completed. Open lab schedules are posted for students semesterly on their student hub. While high fidelity SIMs are available, there is an identified need for more human resources to run SIMS on a regular basis. Work on utilizing labs more efficiently and identifying opportunities for improvement and the resources required is underway with the Lab Coordinator, Program Chairs, and the Dean's office in response to increased nursing seats in Faculty of Health. |



## Appendix: A

| Health Foundations Declaration (32 Credits) |   |   | Entrance Requirements Effective Sept 2022 ( 32 Credits) |                                    |    |
|---|---|---|---|------------------------------------|----|
| ENGL 1100                                   | Introduction to University Writing              | 3 | ENG 1100  | Introduction to University Writing | 3  |
| BIOL 1160                                   | Anatomy and Physiology 1                        | 4 | BIOL 1160   | Anatomy and Physiology 1           | 4  |
| BIOL 1260                                   | Anatomy and Physiology 2                        | 4 | BIOL 1260   | Anatomy and Physiology 2           | 4  |
| HSCI 1115                                   | Introduction to Health Science                  | 3 | MATH 1115   | Statistics 1                       | 3  |
| SOCI 1125                                   | Introduction to Society: Processes & Structures | 3 | Plus 18 Credits from any of:                            |                                    | 18 |
| PSYC 1100                                   | Introduction to Psychology: Basic Process       | 3 | ANTH (Anthropology)                                     | HEAL 1100                          |    |
| ANTH 1100                                   | Social and Cultural Anthropology                | 3 | HSCI (Health Sciences)                                  | HEAL 1150                          |    |
| HEAL 1150                                   | Personal Care Skills: Lab 1                     | 3 | PHIL (Philosophy)                                       | HEAL 1180                          |    |
| HEAL 1180                                   | Introduction to Health Research (I)             | 3 | PSYC (Psychology)                                       |                                    |    |
| HEAL 1100                                   | Mental Wellness and Communication               | 3 | SOCI (Sociology)  |                                    |    |

| Year 1 – Semester 1 (18 credits) |   |                    |
|----------------------------------|---|--------------------|
| HEAL 2150                        | Lab Practice 2  | 3 credits          |
| NRSG 2121                        | Professional Identity 1   | 3 credits          |
| NRSG 2135                        | Relational Practice 2: Advanced Communication   | 3 credits          |
| NRSG 2145                        | Nursing Practice 1  | 6 credits          |
| NRSG 2175                        | Nursing Applications 1  | 3 credits          |
| Year 1 – Semester 2 (15 credits) |   |                    |
| NRSG 2245                        | Nursing Practice 2  | 6 credits          |
| NRSG 2265                        | Nursing Science 1 (Pathophysiology 1)   | 3 credits          |
| NRSG 2266                        | Nursing Science 2 (Pharmacology)  | 3 credits          |
| NRSG 2275                        | Nursing Applications 2  | 3 credits          |
| Year 2 – Semester 3 (18 credits) |   |                    |
| HEAL 2250                        | Lab Practice 3  | 3 credits          |
| NRSG 3121                        | Professional Identity 2   | 3 credits          |
| NRSG 3145                        | Nursing Practice 3  | 6 credits          |
| NRSG 3165                        | Nursing Science 3 (Pathophysiology 2)   | 3 credits          |
| NRSG 3175                        | Nursing Applications 3  | 3 credits          |
| Year 2 – Semester 4 (15 credits) |   |                    |
| HEAL 3180                        | Nursing Science 4: Health Research for Evidenced Informed Practice (Research 2)                                 | 3 credits          |
| NRSG 3245                        | Nursing Practice 4  | 6 credits          |
| NRSG 3275                        | Nursing Applications 4  | 3 credits          |
| PHIL 3010                        | Health Care Ethics  | 3 credits          |
| Year 3 – Semester 5 (17 credits) |   |                    |
| NRSG 4145                        | Nursing Practice 5  | 8 credits          |
| NRSG 4165                        | Nursing Science 5 : Complex Client Care   | 3 credits          |
| NRSG 4175                        | Nursing Applications 5  | 3 credits          |
| ELECTIVE                         | Choose any 3 credit course at the <b>2000</b> level or higher from ANTH, CRIM, ENGL, HEAL, HSCI, PSYC, or SOCI. | 3 credits          |
| Year 3 – Semester 6 (10 credits) |   |                    |
| NRSG 4245                        | Nursing Practice 6 – Consolidated Nursing Practice  | 10 credits         |
| <b>TOTAL PROGRAM</b>             |   | <b>125 credits</b> |

## Appendix BB: Excerpts from the Evaluation Committee's Program Review Plan



### Bachelor of Science in Nursing (BSN) Evaluation Committee

#### The BSN Program Review Plan

December, 2021.

The report is intended to provide the information needed for members of the BSN Evaluation Committee (EC), faculty and administration. It includes a brief history and the Terms of Reference for the committee. This is followed by the evaluation plan including a detailed description of the EC's responsibilities for proving the information requested by the BC College of Nurses and Midwives (BCCNM) program review, and examples of each survey used.

The details of the information required from this committee for accreditation are outlined in red in the Appendices. They are taken from the Program Review Guidelines provided by the BCCNM (2021). This information can be adapted for other reports such as the Canadian Schools of Nursing (CASN) accreditation and for KPU's Quality Assurance program.

#### History of the BSN Evaluation Committee

From the mid 1990s until 2004, the BSN program was part of the Collaborative Nursing Program, an innovative amalgam of 10 schools of nursing from around BC. These schools collaborated on program and course design including evaluation. Several scholarly articles were written and published by nursing faculty in the collaboration. Here is a brief description of the program by Molzahn & Purkis (2004) from the University of Victoria, one of the leading institutions in the collaboration:

Collaborative nursing education programs have been offered to facilitate access to baccalaureate-level nursing education. Our Collaborative Nursing Program involved 10 institutional partners and has been one of the largest of such programs. The collaborative approach to nursing education has been identified as an important model; the benefits include optimal use of resources and opportunities to develop and share knowledge across institutions. (p. 41)

1



During the years of the Collaborative Program, faculty at the ten institutions assembled regularly to develop/improve a common curriculum and each course. They provided each other with inspiration and support and in that environment also created a series of evaluation tools to capture feedback from students in each course and a program evaluation when they graduated. In addition, at one-year post graduation, the previous students were again surveyed along with their employers. This data was used to improve both the classes and the program. It was also compiled and submitted as part of the accreditation process through the BC College of Nurses (now BCCNM) and CASN.

In 2004, Langara and Douglas Colleges were asked to leave the collaboration when the government changed the degree granted by these colleges to **applied** degrees and some in the collaboration objected to including them as partners. The BSN faculty at Kwantlen University College (as we were then known) voluntarily withdrew from this collaboration in support of the two colleges.

Immediately after our withdrawal from the Collaborative program, the Curriculum Committee assumed the evaluation duties for our BSN program. Several years later, because of workload concerns, a separate Evaluation Committee (EC) was formed. The Chair was given a 25% release. Although faculty were responsible for distributing the course evaluations to their classes and summarizing the results for the End of Semester meetings (EOS), the EC assumed responsibility for writing the course evaluation survey as well as the program and one year follow-up surveys and overseeing their data collection and analysis. The EC also became responsible for disseminating the findings, yearly for the faculty and Curriculum Committee (CC) and multi-yearly for accreditation reports.

Following the adoption of a 'construct' driven philosophy in 2016, a new curriculum had to be developed and every course had to be rewritten. The faculty, Curriculum and Evaluation committees were fully engaged in the process for several years. For the EC, it necessitated rewriting the evaluation tools so that they reflected the new philosophy of our program. This included creating a new Performance Appraisal for evaluating students clinical performance and the Course Evaluation survey and process, as well as editing the program evaluation and the one-year follow-up surveys. The committee first embarked on developing a Terms of Reference for our new committee. It outlined the roles and responsibilities of the committee members and is contained in Appendix 2 in this report.

2

## Purpose of the Evaluation Committee

The purpose of this committee is to help ensure BSN students who graduate from our program become capable registered nurses who have successfully achieved the competencies and Standards of Practice of the BCCNM. The members of the committee do this by conducting a multi-level, multi-source evaluation process incorporating data received from students, faculty, employers, and licensure examiners. The evaluation process includes collecting data from both formative and summative assessments.

The committee members develop the instruments needed to accomplish this task, oversee the collection and analysis of the data subsequently providing the results to the following groups:

1. The BSN Curriculum Committee
2. The BSN Faculty both individually and at Faculty Meetings
3. The BC College of Nurses and Midwives (BCCNM)
4. KPU's Internal Program Review (IPR)
5. The Canadian Association of Schools of Nursing (CASN) (discontinued at present)

The BSN evaluation plan has a number of data collection events including:

1. Formative Evaluation
  - a. Student's Course Evaluation (CE) survey. Each course is evaluated online once a year.
  - b. Data from the CE is used at the End of Semester (EOS) meetings by each semester's faculty team to improve the content and leveling of the courses throughout the semester/program (Appendix 1 & 1a).
2. Summative Evaluation
  - a. Student's Program Review. The students complete this survey in the last class of the program. The committee provides the questions to KPU's OPA who administer the survey (Appendix 3 & 3a),
  - b. Student's One-Year Post Graduation survey (online) (Appendix 4 & 4a),

- c. Employer's One-Year assessment of the performance of our former nursing students (online and/or phone) (Appendix 4 & 4b),
- d. National Council Licensure Examination- RN (NCLEX). This is the exam written by all nursing student graduates in Canada and the USA to assess each student's safety to practice. It is an invigilated, adaptive online exam (Appendix 5),
- e. Accreditation body feedback (BCCNM, CASN & KPU IAP). It should be noted that the committee provides information about the program to our accreditation bodies but also receives information about how it could be improved from them.

## Consultation

The importance of consultation with all the stakeholders involved in our students' education cannot be underestimated. Students, faculty, and employers have valuable contributions to make to the process of evaluating our program. For example, when developing the Concept Based Clinical Performance Appraisal (PA), two members of the committee met with groups of students in the program to determine the kind of information that would be useful to them on their PA. As the students discussed their perceptions of an appropriate PA, their remarks were summarized on the board and photographed for consideration by all the EC members at a later time.

Faculty were also consulted about the development of the PA. One member of the EC attended each EOS to gather the information that faculty deemed important to include. Although the committee created a common PA for use across the program, faculty requested an opportunity to include items unique to the clinical in that semester. So, although faculty eventually agreed on a common PA, they were free to add extra items.

Consultation with the employers is more difficult. Earlier in a previous committee's history, this aspect of the evaluation was dropped because of the difficulty getting feedback from nurses working on the units who were mentors/ co- workers of our former students. The previous committee members had asked our prior students at the one-year follow-up to provide the name and contact information of a nurse mentor they had worked with who could provide feedback about the student. Although they were contacted and the feedback was anonymous, few nurses participated. Determining a more effective method of collecting this data is under review by the current EC members. We are investigating the

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competencies and Standards of Practice set by the College. In order satisfy their requirements, KPU and other degree granting institutions, perform a detailed written self-report and host a two day site visit by members of the reviewing committee. One of the responsibilities of the KPU Evaluation Committee is to provide specific detailed information to be included in the self-report document. These are provided in the Appendices of this document. The details of the BCCNM self-report that are the responsibility of the EC are contained in the document, Program Review guidelines on pages 33 & 34. The link is below:

[https://www.bccnm.ca/Documents/education\\_program\\_review/RN\\_NP\\_EPR%20Guidelines.pdf](https://www.bccnm.ca/Documents/education_program_review/RN_NP_EPR%20Guidelines.pdf)

## Resources for Interpretation of NCLEX- RN Exams

The Evaluation Committee helps faculty interpret the results of the biannual NCLEX-RN examination written by our students after graduation. Here are two of the websites they have found useful.

### 1. Test Plan

[https://www.ncsbn.org/2019\\_RN\\_TestPlan-English.pdf](https://www.ncsbn.org/2019_RN_TestPlan-English.pdf)

### 2. A Guide for Nurse Educators (Cost 30\$ US)

<https://www.ncsbn.org/5071.htm>

The following is a summary of the performance of Ontario Schools of Nursing students on the NCLEX-RN in 2019. It is included here as an example of how these type of reports can be written and interpreted.

<https://www.cno.org/globalassets/2-howweprotectthepublic/statistical-reports/nursing-registration-exams-report-2019.pdf>

## Appendices

Each Appendix in this document provides the information needed for BCCNM report. It is current as of December, 2021. This includes a detailed description of the evaluation plan including the data collection methods and analysis; action plans for the outcomes; frequency and timelines of measurement; accountability process including the Terms of

Reference for the committee; and a copy of each evaluation tool used. This report also outlines how the BSN faculty use the results of each of the formative and summative evaluation to make changes in the program. The only additional information needed for the BCCNM report is a multi-year summary of the results.

## Appendices

|  | Page |
|--|------|
| 1. Appendix 1: Formative Review Plan: Course Evaluations                             | 10   |
| 2. Appendix 1a: Student Course Evaluation Survey                                     | 14   |
| 3. Appendix 2: Terms of Reference of the Evaluation Committee                        | 16   |
| 4. Appendix 3: Summative Review Plan: Program Evaluation Process.                    | 19   |
| 5. Appendix 3a: Program Review Graduating Student Survey                             | 24   |
| 6. Appendix 4: Summative Review Plan: One year Follow-up for Students and Employers. | 47   |
| 7. Appendix 4a: One year Follow-up survey for Former Students                        | 52   |
| 8. Appendix 4b: One Year Follow-up Survey for Employers/Mentors                      | 59   |
| 9. Appendix 5: Summative Review Plan: NCLEX-RN Results.                              | 64   |
| 10. Appendix 6: Formative and Summative Evaluation Timetable                         | 68   |

## Summary

The Evaluation Committee is responsible for helping ensure the BSN program successfully graduates student nurses ready to effectively practice the profession of nursing. To do this



2. Read the report of the findings of the Program Evaluation (all faculty).
3. Discuss these results at faculty and team meetings.
4. Incorporate student feedback into the program when trends are observed over a sustained time period (usually 1 or 2 years).

## APPLICATION OF THE FINDINGS

The findings resulting from the analysis of the PE data collected, as reported by the EC, are used by faculty in the following process:

### 1. Curriculum Committee

The curriculum Committee (CC) makes decisions regarding the planning, implementation, and evaluation of the BSN program. The EC report of program changes suggested by students is sent to the CC committee. The members discuss the report and consider any necessary changes in the curriculum. Major changes go to a Faculty Meeting for adoption.

### 2. Faculty Meetings

Major changes in the program are sent from the CC to Faculty Meetings for approval. Once these changes have been approved, they are sent out to the appropriate semester teams for implementation.

### 3. Semester Team Meetings

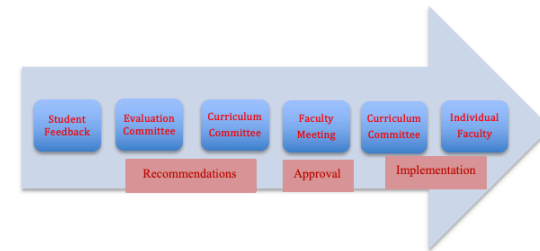
Once the blueprint for the changes to the program is distributed to them, the Semester Team members decide how best to incorporate this information. When large program changes are made extraordinary multi-semester meetings are held.

### 4. Individual Faculty

Faculty members are responsible for incorporating these changes into the courses they teach. If necessary making changes to their course presentations and weekly content.

A flow chart depicting how these changes are incorporated into the program is shown below:

**Table 1. Flow Chart for Incorporation of Changes Based on the Program Evaluation Completed by Students.**



## EVALUATION OF THE PROGRAM EVALUATION SURVEY

### Evaluation of the PE Survey

The changes in the PE survey are undertaken on a regular basis by the EC. Feedback is obtained from a variety of sources including:

1. Semester Team meetings attended by a committee member
2. Faculty Meetings
3. Emails seeking feedback sent out by the EC
4. Review of other University and Colleges' feedback methods



## Formative and Summative Evaluation Plan Timetable

Fall and Spring Intakes



## SENATE STANDING COMMITTEE ON PROGRAM REVIEW

**Agenda Item:** 5.3

**Meeting Date:** May 18, 2022

**Presenter:** Heather Clark, Andhra Goundrey

**Agenda Item**                      **Fashion and Technology Quality Assurance Plan**

|                         |               |
|-------------------------|---------------|
| <b>Action Requested</b> | <b>Motion</b> |
|-------------------------|---------------|

|                               |  |
|-------------------------------|--|
| <b>Recommended Resolution</b> | THAT the Senate Standing Committee on Program Review accept the Fashion and Technology Program Quality Assurance Plan as attached. |
|-------------------------------|--|

**Senate Standing Committee Report**                      For Senate Office Use Only

**Attachments**                      Fashion and Technology Quality Assurance Plan

**Submitted by**                      *Melike Kinik-Dicleli, Manager of Quality Assurance*

**Date submitted**                      *April 27, 2022*



## *Fashion & Technology Program Review Quality Assurance Plan*

***Date submitted to SSCPR: April 27<sup>th</sup>, 2022***

***Date Self-Study Report approved by SSCPR: June 23<sup>rd</sup>, 2021***

***Date of External Review: September 28<sup>th</sup> & 29<sup>th</sup>, 2021***

### **SUMMARY**

***The Fashion and Technology program aims to*** deliver practical design and manufacturing methodologies using industry relevant tools and technology through applied practice, techniques, hands-on, and digital applications. Students in the program have a willingness to explore and adapt gained knowledge, skills, and bring with them a diversity in academic attitude. We are a community of passionate and collaborative individuals, focused on working in and supporting an evolving industry.

The Fashion and Technology Program offered through the Wilson School of Design at Kwantlen Polytechnic University is the longest running degree-granting fashion program in Western Canada. The program itself is well known across Vancouver and for delivering relevant and practical skills while ensuring students are industry-ready for their future careers upon graduation. Those completing all four years of the program can apply to graduate with a degree, and those who complete only the first two year of the program might graduate with a diploma. All students in the program currently proceed as a cohort, taking courses in a predefined program model. Data and insights gained in the self-study review process, and recommendations from the external review committee highlight a unique opportunity in broadening the program with multiple types of intakes along with offering options within the program so that students might specialize their education.

Students who are admitted to the program are focused, committed, engaged, and passionate. These students are invested in their learning, bringing their own perspectives and insight to what knowledge, skills, and abilities they gain while in the Fashion and Technology program. Over the past handful of years, those applying for and entering the program are often doing so with less of a foundation in construction, design skills, and capabilities. To support the development of foundational learning in our applicants, while also creating further program marketing opportunities, it is recommended that a dual credit pathway, CPS courses, micro credential options, and foundational level KPU DESN courses be further investigated and implemented. In the words of the External Review Committee, the Fashion and Technology program *“is – and should be – a flagship program at a polytechnic like KPU, and hopefully the institution will support [the Fashion and Technology Program] to grow and expand and gain a national reputation equal to that of Ryerson’s, and an international reputation too.”* The goals and strategies laid out in this plan have been articulated with this quote from the external review committee in mind.

The programs strengths, challenges, opportunities, and threats are summarized below. These are followed by goals and strategies resulting from the self-study and external review reports

## *Fashion & Technology Program Review Quality Assurance Plan*

|                   |   |
|-------------------|---|
| <b>Strengths</b>  | <p>The Fashion and Technology program with the Wilson School of Design is the longest running fashion degree granting program in Western Canada and is one of three fashion degree granting programs in Canada. The program, its students, and alumni are well recognized in the industry for the skills, knowledge, and abilities that they hold.</p> <ul style="list-style-type: none"> <li>• In 2019, the program was awarded best in long term value, best in learning experience, and best overall in the undergraduate fashion school rankings by the Business of Fashion (a globally recognized fashion industry news source), and we are the only Canadian fashion school to be highlighted at the undergraduate level</li> <li>• Program content delivers a balance of hands-on learning, industry-focused experience, and academic rigor</li> <li>• Students experience unique programming in an undergraduate fashion-focused degree that is recognized for preparing graduates to successfully enter the apparel and fashion industry</li> <li>• The program has strong links with local industry partners, many of whom are globally recognized brands (ex. lululemon, Arc'teryx, Aritzia, Hershel Supply Co., Ten Tree, Mustang Survival, Gentle Fawn, etc.)</li> <li>• The program has come to be known as a practical program among applicants, industry, and students with the acknowledgment that graduates gain a breadth of industry relevant skills and knowledge</li> <li>• Located in the custom-built Wilson School of Design building (opened Jan. 2018) with students learning in, and accessing collaborative classroom and lab spaces</li> <li>• The WSD is an educational leader in breadth of industry level equipment and technology</li> <li>• Current cost of the program is highly competitive in the Canadian market</li> <li>• The current class size of the fashion program is viewed as a benefit by applicants, students, and industry partners</li> </ul> |
| <b>Challenges</b> | <p>The fashion industry is a fast moving one, and the onset of the global pandemic in Spring 2020 brought about a number of technology advances. Our greatest challenge within the Fashion and Technology program is the ability to quickly shift, pivot, and include industry innovation (ex. 3D modeling implementation) into the program and curriculum.</p> <ul style="list-style-type: none"> <li>• Obtaining the budget for the technology required to remain industry relevant (WGSN, Optitex/Gerber, Clo3D, VStitcher) while also providing relevant learning materials to support students</li> <li>• Having the time for faculty to learn and maintain their skill set to keep pace with industry innovations</li> <li>• A current lack of dedicated digital learning spaces for augmented and virtual reality development</li> <li>• WSD infrastructure currently in place, including technicians, that support student learning, machinery knowledge, and provide lab support.             <ul style="list-style-type: none"> <li>○ With a growing number of special purpose machines requiring training, and the challenge to fully incorporate training in courses we need additional lab technicians and lab support to ensure machinery, equipment, and spaces are used safely and appropriately.</li> </ul> </li> <li>• Accommodating our industry partner needs, and requests for student learning opportunities</li> <li>• Limited program promotion beyond western Canada</li> </ul>  |

|                      |   |
|----------------------|---|
| <b>Opportunities</b> | <p>The Fashion and Technology program has long followed the same format. Over time, applicants, their learning styles, and industry career options have all changed. An opportunity exists to restructure the program to better serve continuing students, future students, and industry partners. This restructuring has the potential to broaden the program’s inclusivity to a range of learners, while at the same time expanding content covered in the program. To complement a program restructuring we see great opportunity to increase program marketing and student recruitment efforts across Canada.</p> <ul style="list-style-type: none"> <li>• Further collaboration with other Wilson School of Design programs on projects, resources, courses, and student learning</li> <li>• Broaden promotional efforts across Canada and internationally to attract an increasingly diverse student body</li> <li>• Continue to work with local industry members to identify knowledge and skills needed and implement them through CPS courses or micro credentials, until program curriculum changes take effect</li> <li>• Create additional learning partnerships with other KPU faculties</li> <li>• Strengthen the program with multiple types of intakes (ex. dual credit, Youth Training in Trades, industry re-training and upgrading, selective entry)</li> <li>• Develop learning streams within the program for students to specialize their education</li> <li>• Address the misconception of fashion education and the variety of viable and successful career options in the fashion industry</li> <li>• Increase program relevancy and currency</li> </ul> |
| <b>Threats</b>       | <ul style="list-style-type: none"> <li>• In January 2020, LaSalle College Vancouver accepted their first intake of their fashion degree program.</li> <li>• Capilano University is in the approval stage of moving their diploma Costuming for Stage and Screen into a degree.</li> <li>• The main competitor is the fashion program at X University (formerly Ryerson University). This is the longest running fashion degree granting program in Canada and has national recognition. Addressing this threat requires enhancing national and international marketing and recruitment efforts, while increasing promotion of student and alumni achievements.</li> <li>• Overcoming the misconception that fashion isn’t a profession. The reality is that the fashion industry in Vancouver is thriving, and home to several globally known brands.</li> </ul>  |



*Fashion & Technology Program Review Quality Assurance Plan*

**QUALITY ASSURANCE GOALS**

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

**GOAL 1:** Address currency and instructional design of curriculum relevancy.

**RATIONALE FOR THIS GOAL:** To promote relevancy in our program, there are specific changes which, if effected, could result in improved overall program quality. The Self-Study report indicates that while the previous program review had some beneficial implementations, this current review process will offer opportunity to address challenges with course content scaffolding and disparity in course learning outcomes (p. 6 of Self Study Report - 06/21). This self-assessment is in alignment with the External Review statement regarding primary feedback themes specific to the introduction of enhanced curriculum updates. (p. 8 of External Review 7/21). Addressing recommended changes will allow for the program to also align curriculum updates with KPU’s sustainability framework and the United Nations (UN) Sustainable Developed Goals.

| Recommendation(s) this Goal Addresses   | Report (page number)            |
|---|---------------------------------|
| Explore what courses might shift to a EXP or MAS grading format   | Self-Study p. 58                |
| Inclusion of additional learning spaces (design, production, etc.) through curricula updates for students to explore body type inclusivity, diversity, and equity (ex. non-binary, plus size, transgender)  | Self-Study p. 45                |
| Build on collection of dress forms that reflect body inclusivity (gender and sizes)   | Self-Study p. 58                |
| Implement additional 3D modeling technology into curriculum and provide opportunities for students to work with software such as CLO3D.   | Self-Study p. 12,33,34,45,62,73 |
| Shift recommendation to take ENGL 1100 during first year of program   | Self-Study p. 57                |
| Enhance reading comprehension and numeracy skills within program, and ensure students are aware of the skills which they are developing.  | Self-Study p. 45                |
| Increase opportunities for students to explore iterative design and prototyping, along with finished packages.  | Self-Study p. 45                |
| Identify Fashion and Technology courses or to meet the Writing-Intensive Requirement and Quantitative Requirement for compliance with Policy AC 14.   | Self-Study p. 45                |
| Integrate additional travel opportunities into the program for students   | Self-Study p. 45                |
| Integrate resiliency training (for students) into Fall start up orientation <ul style="list-style-type: none"><li>Request that there might be a resiliency training ‘badge’ that then may be required as part of a foundational level FASN program course</li></ul>       | Self-Study p. 63                |
| Decolonize curriculum, while fostering Indigenous design practices to better align with KPU Vision 2023 (Appendix 17) <ul style="list-style-type: none"><li>Include indigenous consultation while planning curriculum updates that touch on this knowledge area</li></ul> | Self-Study p. 45                |

## *Fashion & Technology Program Review Quality Assurance Plan*

|  |                       |
|--|-----------------------|
| <ul style="list-style-type: none"> <li>• Include Indigenous guest speakers or guest lecturers</li> </ul>   |                       |
| Ensuring (and marketing) KPU FASN's industry-inspired curriculum- one that reflects the latest trends, technology and skills while continuing to evolve and respond to changes in the field - will ensure WSD FASN students are well equipped to succeed in the 21st century global fashion economy  | External Review p. 10 |
| Shift practicum from a 3-credit class to a paid internship/co-op work experience in the senior semester with longer placements may create the opportunity for students to further refine soft skills and apply acquired academic knowledge to real world experiences   | External Review p. 7  |
| Form a program student committee to provide feedback on proposed curriculum changes  | Self-Study p. 58      |
| Students should be able to connect their work and projects to the larger industry picture and demonstrate broad skills and a sense of connectivity rather than working on what read to us (External Review Committee) as significant (and interesting) 'tunnel vision' projects  | External Review p. 8  |
| Develop and acquire more industry relevant technologies and technological interfaces that that can be used increase the students' skills in 3Dimensional Patternmaking and Wearable Technology.  | Self-Study p. 64      |
| Adding a Clo3D course is recommended due to its increasing popularity for virtual garment creation in the industry   | External Review p. 8  |
| Explore PD or guest speaking options for faculty to better support learners requiring counseling supports  | Self-Study p. 63      |
| Portfolio standards also may need some re-evaluation to ensure students graduate with a portfolio that aids in employability   | External Review p. 8  |
| Explore a wider variety of delivery mode options to meet the needs of the 21st century learner (lab, lecture, studio, in person, online, hybrid, etc.)   | Self-Study p. 57      |
| A cohesive faculty-driven approach to ensuring issues of current relevancy will ensure the program as a whole is relevant and demonstrates engagement in current industry-related (and moral) issues   | External Review p. 9  |
| Recommend the introduction of sustainable business models into the curriculum to provide students with knowledge and tools to understand and critically assess materials, economics, aesthetics, philosophical concepts, social responsibility, and the impact of their design decisions   | External Review p. 8  |
| Gerber vs. Optitex decision be re-evaluated in the context of current employment expectations and what is in student's best interests as they enter into the industry  | External Review p.8   |
| Continue work on Sewing focused OER (this project was started Fall 2020)   | Self-Study p. 45      |
| Promote Learning Centre student peer tutor positions to current FASN students <ul style="list-style-type: none"> <li>• Peer tutors to provide support with content covered and explored in the FASN program</li> </ul>   | Self-Study p. 63      |
| Students would likely benefit from instructors who have more relevant/updated industry experience. It's imperative that faculty be supported to maintain and develop currency through professional development funds, granting opportunities and educational leave opportunities   | External Review p. 8  |
| Start work on a pattern drafting focused OER   | Self-Study p. 45      |
| Create an OER exploring the many different career pathways available in the fashion industry and job descriptions for student reference  | Self-Study p. 45      |
| Increase digital references (ex. A virtual library) of foundational skills in sewing, pattern drafting, and production knowledge to build on student learning in courses <ul style="list-style-type: none"> <li>• A sewing focused OER is being worked on but needs a faculty time release for greater focused and dedicated work</li> <li>• Development of resources will need videography and development funding and support</li> </ul> | Self-Study p. 63      |

**GOAL 2:** Strengthen competitive advantage by increasing options, accessibility, and flexibility for students and applicants.

**RATIONALE FOR THIS GOAL:** Creating curriculum delivery options and flexibility that are built into the program will allow for opportunities for students to personalize their learning, gained knowledge, skills, and abilities. Meeting this goal will allow for students to better prepare for their envisioned future careers, while also allowing for a flexible path so that students are able to manage school, life, and other. These options and program flexibility have the potential to attract additional applicants.

| <b>Recommendation(s) this Goal Addresses</b>   | <b>Report (page number)</b> |
|--|-----------------------------|
| Establish a path into the program (ex. Dual Credit) to support secondary school students   | Self-Study p. 22            |
| Assess for the possible inclusion of specialization streams within program   | Self-Study p. 57            |
| Develop formalized articulation agreements with post-secondary fashion programs in both the Vancouver area and across Canada.  | Self-Study p. 22            |
| Create additional opportunities for applicants to gain foundational knowledge in design and construction to find success when assembling an entry portfolio  | Self-Study p. 44            |
| Increase competitive edge of fashion and technology program through: <ul style="list-style-type: none"> <li>• Restructuring program to include specialization paths</li> <li>• Increasing industry linked projects throughout the program</li> <li>• Creating additional links between program content and curriculum for enhanced understanding</li> <li>• Integrating a paid co-op option for students</li> <li>• Incorporating additional out of province or global travel and learning opportunities for students</li> <li>• Inquiring into possibility to create links between the fashion program and the School of Business Entrepreneurial Leadership program so that those looking to gain greater knowledge in an entrepreneurship career path might do so.</li> </ul> | Self-Study p. 21            |
| Develop additional CPS or Micro Credential courses aimed at potential applicants to develop their skills and knowledge prior to entering the program   | Self-Study p. 57            |
| Continue to develop and add to Continuing Studies Course offerings by: <ul style="list-style-type: none"> <li>• Developing courses that appeal to industry professionals (through industry consultation) as industry upgrades, home economics teachers, general interest, and future potential students.</li> <li>• Building and plan a 12 month Continuing Professional Studies calendar with a range of in-person (when possible) and virtual courses.</li> <li>• Re-implementing master classes</li> </ul>  | Self-Study p. 22            |
| Continuation of (and marketing of) FASN CPS courses  | External Review p. 6        |
| Creation and dissemination of WSD masters classes - perhaps funding found to create and market these online  | External Review p. 6        |
| Connect to other provincial high school associations (like THESA) could help raise awareness and interest in the program, increasing out of province applications  | External Review p. 6        |



## *Fashion & Technology Program Review Quality Assurance Plan*

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| Recruit mature students wanting to upgrade skills (or reaching out with scholarships to refugee communities where these skills are already present because they often put food on the table) might create a stronger skills-based student body and keep classes filled throughout the four years, perhaps even help grow the program (two cohorts of 22 feels more appropriate for a strong program like this with the potential to have a strong national and international reputation).   | External Review p. 8 |
| Introduction of master's classes (and possibility a thematic CPS courses or micro-credential classes) would allow students, alumni (and potential students) to focus on industry "hot topics" such as sustainability, size diversity, Indigenous fashion studies, cultural appropriation issues, diversity in traditional gender blocks, diversity in adaptive industry   | External Review p. 6 |
| Further support applicants in developing foundational skills before program entry - pre-entry workshops, classes and programs can offer experiential learning opportunities including written and visual communication, and portfolio development for middle and high school students   | External Review p. 7 |
| Further investigate the purpose and options available for our annual designer spotlight and fashion show events and how they might shift into a post-pandemic future  | Self-Study p. 22     |
| <p>Increase student recruitment efforts both locally and across Canada by:</p> <ul style="list-style-type: none"> <li>• Seeking out opportunities to promote the program internationally, highlighting the unique position that Vancouver holds in the global apparel industry and the many global brands based here.</li> <li>• Requesting additional KPU marketing support for promoting the program, and/or faculty time release for specialized and focused program promotional activities</li> <li>• Increasing community engagement by welcoming secondary school textile classes on campus to work in the labs and gain an introduction to the Wilson School of Design.</li> <li>• Developing detailed program information to share via WSD website, social media and info handouts on career possibilities and salary ranges for the apparel industry.</li> <li>• Updating program website for information on alumni, students, faculty, and program initiatives, projects, and activities.</li> <li>• Increasing social media presence, including regularly creating posts that feature students, their work, and program initiatives</li> <li>• Advocate for increasing KPU support for domestic student housing</li> </ul> | Self-Study p. 21     |
| Shift cohort system to a pyramid model (offering more entry-level classes or having larger class-sizes in year 1, or running and promoting the DESN course referenced in the chapter might create fuller and stronger upper-level cohorts and account for attrition   | External Review p. 7 |
| The program should have stronger national and international reputation especially given its students' and alumni's connections to the strong/thriving industry in Vancouver and the strength of the programs memberships  | External Review p. 6 |

**GOAL 3:** Implement and build on existing experiential learning in enhanced work-integrated environments in order to maintain relevance to the local and global fashion industry.

**RATIONALE FOR THIS GOAL:** The Fashion and Technology program has a history for reputable engagement amongst students and industry. As students arrive wanting to work in an increasingly diverse range of roles, we need to expand how and what we teach, incorporate additional industry experts, expand relationships with relevant partners, and facilitate mentorship and experiential learning so that each student's passion drives their intrinsic motivation to succeed.

| <b>Recommendation(s) this Goal Addresses</b>   | <b>Report (page number)</b> |
|--|-----------------------------|
| Include industry members as course faculty in specific relevant courses  | Self-Study p. 58            |
| Shift the advisory committee membership to three-year terms to ensure there is regular turnover allowing for a variety of insight and perspective <ul style="list-style-type: none"> <li>This shift will align with KPU Policy AC1 on Program Advisory Committees</li> </ul> | Self-Study p. 21            |
| Recommend the department consider a stronger mentorship model with industry representatives and a stronger, more formalized focus on teaching students how to use specialized machinery  | External Review p. 9        |
| Seek to create partnerships with industry companies so that Gerber training might be supported.  | Self-Study p. 45            |
| Build on current practicum program by increasing work experience opportunities within the program through: <ul style="list-style-type: none"> <li>(Paid) Internships with industry partners</li> <li>Develop co-op placements through the Wilson School of Design</li> </ul> | Self-Study p. 45            |
| Industry hot topics could also be highlighted through talks by industry contacts/professionals   | External Review p. 6        |
| Increase formal advisory board meetings to 3 times a year and explore how to utilize advisory board more fully   | External Review p. 6        |



***Fashion & Technology Program Review Quality Assurance Plan***

**GOAL 4:** Incorporate additional infrastructure support for students to foster resilience, leadership, and engagement.

**RATIONALE FOR THIS GOAL:** The Fashion and Technology program faculty are committed to maintaining a healthy life-work balance for students. Resilience and leadership skills and abilities are all impacted by student mental health. Providing additional supports, such as alumni and peer mentorship, to those entering and continuing in the program will ensure they are successful in their educational goals.

| Recommendation(s) this Goal Addresses  | Report (page number) |
|--|----------------------|
| Introduce students to other career enhancing areas of study in the arts or in business at KPU  | External Review p. 7 |
| The self-study identified the need for clarity around how students were to be evaluated and we (External Review Committee) support this  | External Review p. 9 |
| Seek relevant, ongoing, and dedicated support from the KPU Office of Advancement for program awards and grants for student recruitment and support   | Self-Study p. 69     |
| Collaborative opportunities scheduled outside of regular department meetings to discuss due dates, integration of key current themes into courses, attain scholarships for skilled but impoverished students, or develop learning opportunities for students in a pandemic | External Review p. 9 |
| Develop a DESN course for secondary students transitioning to post-secondary education <ul style="list-style-type: none"><li>• Similar to KPU 100, but with a focus in design</li></ul>  | Self-Study p. 45     |
| Advocate for more robust alumni engagement <ul style="list-style-type: none"><li>• Develop supports for those pursuing entrepreneurship</li><li>• Seek additional institutional supports for the Wilson School of Design alumni chapter</li></ul>                          | Self-Study p. 22     |

**RECOMMENDATIONS THE QUALITY ASSURANCE PLAN DOES NOT ADDRESS**

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

| Recommendations   | Report (page number)   | Rationale  |
|---|--|--|
| Develop a Wilson School of Design or Fashion and Technology formal peer-to-peer mentoring program for increased program support<br><br>Establish a formal peer to peer mentorship program within in program or WSD for additional student support   | Self-Study p. 63<br><br>Self-Study p. 57                     | This is a Wilson School of Design initiative requiring support and ideally budget to implement. With the aim that this peer-to-peer mentoring program might be implemented long-term on a permanent basis across the Wilson School of Design conversations regarding implementation might take place at WSD Faculty Council.   |
| Explore options within the WSD to formally track why students might choose to leave programs  | Self-Study p. 22   | Students aren't always transparent in sharing information and data regarding why they might step out of the Fashion and Technology and other WSD programs. The KPU Office of Planning and Accountability might potentially be of support in obtaining this data and developing methods to track this information.  |
| Research feasibility of a Master of Design program  | Self-Study p. 45   | A Masters of Design would be situated within the WSD and require much research, investigations, planning and development. This initiative is currently being explored with the support of a faculty time release to better understand the feasibility. This work is beyond the scope of the Fashion and Technology Quality Assurance Plan.   |
| Increase lab access hours and support <ul style="list-style-type: none"> <li>• Increase access and training to specialized machinery for students outside of class time</li> <li>• Increase hours that are supported by (paid) peer mentors and/or lab technicians for open lab access</li> </ul> Enhance the lab experience with greater hours and additional technician support | Self-Study p. 57<br><br><br><br><br><br><br>Self-Study p. 64 | While the increased lab access is very much needed, especially as we look to the return of being more fully on campus since the onset of the global pandemic, lab access hours are currently tied to the KPU Richmond campus hours, and support for the WSD labs and learning spaces are tied to WSD budget.<br><br>The request and need for additional lab hours, and further support was highlighted in the previous Fashion and Technology program review process and is beyond the scope of this Quality Assurance Plan. |
| Create a really successful online presence across platforms - revisioning where to place onus of keeping these accounts current might help with promotion   | External Review p. 6   | Design program promotion within the WSD is currently managed through the WSD Deans office and with the faculty's communication coordinator. The development of this presence would need to be done in conjunction with the WSD Deans Office, and the KPU marketing team, and be dependent on available budget.   |
| Continue with the WSD Career Expo in either an in-person or virtual format to provide graduating students and alumni further career support   | Self-Study p. 63   | With the first WSD Career Expo taking place in Fall 2019, we had good momentum that was challenged with the onset of the global pandemic. To continue with this event, it would  |

## *Fashion & Technology Program Review Quality Assurance Plan*

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|  |   | ideally be managed within the WSD Deans Office with support from KPU Career Services. Fashion and Technology faculty, while able to support the event, won't be able to plan and implement the event in its entirety.                                      |
| <p>More support in career services (an employee with currency in Fashion, or annual career info sessions carefully prepared by a career services employee) or bare minimum, an online career services-driven digital resource (including current postings) attached to the department's webpage</p> <p>Address gap in students' awareness of career opportunities and what sort of employment might be available to them after graduation. KPU Career services full time FASN resource person or guide - there are many FASN employment opportunities in BC, "seems a disservice to students and puts an unfair onus on faculty to act as career advisors"</p> | <p>External Review p. 9</p> <p>External Review p. 7</p> | <p>These recommendations touch on KPU Career Services and having WSD and program specific student and alumni support. This recommendation and <i>the</i> budget required to implement is beyond the scope of what the program will be able to provide.</p> |
| <p>Student counselling in need of more support with students saying counselling is overbooked, inaccessible when needed</p> <p>Enhance student accessibility to counseling both in-person (when possible) and virtually. Request that counseling develop and share additional resources to support and manage student anxiety</p>  | <p>External Review p. 10</p> <p>Self-Study p. 63</p>    | <p>With the KPU Counselling focus of this recommendation, the Fashion and Technology program <i>can't</i> address the additional student support called for. <i>Supports to provide added infrastructure will need to come from KPU.</i></p>               |

**QUALITY ASSURANCE FIVE-YEAR ACTION PLAN**

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

**MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGINS:** **June 2022**

**STRATEGY 1:** Assess and revise the program curriculum and structure

- Evaluation and evolution of the current curriculum: review/refine/revise and update program content to ensure learners develop robust core competencies and that the program is responsive to the fashion industry.
- Embed a foundation of holistic awareness in program curriculum touching on ethics, moral dilemmas, and allowing for reaction to society and industry.

GOAL(S) THIS STRATEGY SUPPORTS:

- GOAL 1: Address currency and instructional design of curriculum relevancy.
- GOAL 2: Strengthen competitive advantage by increasing options, accessibility, and flexibility for students and applicants within the Fashion and Technology program.
- GOAL 3: Garner support to allow for experiential learning in enhanced work-integrated environments in order to maintain relevance to the local and global fashion industry.
- GOAL 4: Incorporate additional infrastructure support for students to foster resilience, leadership, and engagement.

| Step(s) Required to Achieve this Strategy   | To be Led by    | To Start on (M/YY) | To be Completed By (M/YY) | Notes   |
|---|-----------------|--------------------|---------------------------|---|
| Assess current program curriculum with teaching/learning resources for relevancy. Identify areas for updates and changes. <ul style="list-style-type: none"> <li>• Request a conversation with KPU Teaching and Learning Team members to discuss curriculum mapping and learning outcomes, and program structure</li> <li>• Consult with other WSD programs (DEPD and FIND may be best aligned) to identify potential areas for curriculum overlap</li> </ul> | Chair & Faculty | 06/22              | 06/22                     | While initial consultations and conversations are planned for June 2022, it is planned that these conversations will be on going throughout process to ensure continuity and flow of program from all perspectives. |
| 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 throughout the self-study review report and external review report.   | Chair & Faculty | 06/22              | 11/22                     | Conversations will be on going throughout process to ensure continuity and flow of program from all perspectives.   |

## *Fashion & Technology Program Review Quality Assurance Plan*

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| <ul style="list-style-type: none"> <li>• Revise curriculum content to ensure professional readiness, and to address future trends and drivers for change such as sustainability, advancement in technology, and globalization</li> <li>• Explore and investigate ways to integrate UN Goals for Sustainable Development <ul style="list-style-type: none"> <li>○ Reflect on how the goals might be integrated into the program curriculum updates</li> <li>○ Consider how these goals might be used to support the implementation of program content focusing on designing and creating for plus size and gender fluid styles, include (environmental) sustainability initiatives, and Indigenous ways of learning</li> <li>○ Plan to include these concepts, theory, and practical application through program curriculum, aims, and initiatives</li> </ul> </li> <li>• Review curriculum integration to support learners in gaining knowledge and meeting skill development aims</li> <li>• Work to better streamline projects and deliverables</li> <li>• Review curriculum in relation to Ministry skill development measures and targets, particularly related to writing and comprehension</li> <li>• Respond to the British Columbia K-12 curriculum transformation</li> </ul> |                   |       |       | For reference the 17 UN Goals may be found here: <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a>   |
| <p>Assess viability of program streams and learning avenues, and potentially seek collaboration with other WSD and KPU programs and faculties.</p> <ul style="list-style-type: none"> <li>• Consult with appropriate key partners, including industry members</li> <li>• Engage in conversation with other WSD and KPU programs where there may be curriculum overlap</li> </ul>  | Chair & Faculty   | 06/22 | 11/22 | <p>Conversations will be on going throughout process to ensure continuity and flow of program from all perspectives.</p> <p>Consultation with the Provost/VPA Office, Senate Office, KPU Teaching and Learning and other KPU individuals will be done at this time to ensure all is aligned with policies and has full approval.</p> |
| Revise curriculum and implement changes based on assessment and findings.   | Chair & Faculty   | 09/22 | 01/23 | When planning for curriculum shifts and updates faculty will be mindful of KPU Policy AC14   |
| Present revised course outlines and D7 Program Change form, for discussion and approval at WSD Curriculum Committee   | Chair & Committee | 01/23 | 02/23 | <p>Work with WSD curriculum committee to ensure the full program review package is ready for SSCC</p> <p>WSD Curriculum to meet approx. February 15<sup>th</sup>, 2022 for final WSD approval.</p>   |

## *Fashion & Technology Program Review Quality Assurance Plan*

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|  |  |       |       | Have FASN course outlines & D7 Program Change form brought to Jan/Feb WSD curriculum meetings for feedback and approval.   |
| Present course outlines for approval at SSCC   | Chair & SSCC                                 | 02/23 | 03/23 | Plan to work ahead of schedule should a section /document need revision to ensure all is in place for a Fall 2023 roll out.<br><br>Aim for the March 2023 SSCC meeting (approx. Wednesday March 8 <sup>th</sup> , 2023, with submission deadline approx. Wed. Feb 22 <sup>nd</sup> 2023) |
| Present for courses for approval at KPU Senate   | SSCC Chair                                   | 03/23 | 04/23 | Plan to work ahead of schedule should a section /document need revision to ensure all is in place for a Fall 2023 roll out.  |
| Communicate changes to key partners/audiences <ul style="list-style-type: none"> <li>Update KPU program website and marketing materials to reflect curriculum and any program changes for Fall 2023</li> <li>Communicate changes with current and continuing students so they know their way forward</li> <li>Share updates with program advisor committee and industry partners to ensure they are informed of updates</li> </ul> | Chair, WSD Deans Office, & Program Assistant | 04/23 | 06/23 | The FASN team will make sure the all-marketing material reflect updated information, and as the program changes roll out all departments from FSO to International is informed and updated as necessary along the process  |
| Implement revised program curriculum   | Chair & Faculty                              | 09/23 | 09/26 | Depending on the planned changes, the rollout of revised curriculum and program updates may be all at once, or year by year to best support continued learner success.   |
| Monitor course and program revisions to assess for effectiveness. Update and amend as needed.  | Chair & Faculty                              | 09/23 | 04/27 | Should updates all be rolled out at once, this assessment will be completed 04/24 with any updates taking effect 09/24. Should the updates be rolled out gradually this will be an ongoing process.  |

| Resource Implications (if applicable)                     |
|---|
| What are the resources required to achieve this Strategy? |



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| <ul style="list-style-type: none"> <li>• Faculty and staff time required for all initiatives</li> <li>• WSD Deans’ office and administrative assistants as well as Educational Advisor</li> <li>• Time for faculty to lead and coordinate curriculum and course outline revisions including Course Leaf training</li> <li>• Consultation with KPU library WSD liaison</li> <li>• Budget will be needed for offering learning streams within the program which will include offering additional courses and sections so that we might increase our student intake and meet industry demands</li> </ul> |
| <p><b>When are these resources required?</b></p> <ul style="list-style-type: none"> <li>• 06/22 to 06/23 as there will be key consulting needed to align both learning outcomes and assessments when planning for program updates</li> </ul>  |
| <p><b>What Faculty and/or Institutional support is required?</b></p> <ul style="list-style-type: none"> <li>• Close collaboration with the WSD Dean’s office and administrative support for program and course outline revisions through the Curriculum Committee process; this will include both the Faculty and Senate level committees</li> <li>• Senate Office and Provost/VPA Office for Ministry related approvals if required</li> <li>• On-going engagement from the Advisory Committee will be critical to maintain currency, relevancy and experiential learning opportunities</li> </ul>   |

**STRATEGY 2:** Build on current opportunities for experiential practice in the program.

- Hands-on and real-life experiences may include guest speakers, field trip hosting, project partnerships, materials, and space.
- Plan for flexibility to adapt to industry changes as needed within the FASN program with support from KPU and WSD through nimble, minimal processes.

GOAL(S) THIS STRATEGY SUPPORTS:

GOAL 1: Address currency and instructional design of curriculum relevancy.

GOAL 3: Garner support to allow for experiential learning in enhanced work-integrated environments in order to maintain relevance to the local and global fashion industry.

| Step(s) Required to Achieve this Strategy  | To be Led by                      | To Start on (M/YY) | To be Completed By (M/YY) | Notes  |
|--|-----------------------------------|--------------------|---------------------------|--|
| <p>Explore sourcing options to create a position for “External Liaison”</p> <ul style="list-style-type: none"> <li>• Some strong themes and specific ideas emerged in recommendations that support the need to enhance experiential learning. The program, and its students would greatly benefit from the development of an Industry Liaison position that would facilitate a strategic and targeted approach to connections as a way to further facilitate key industry projects and connections.</li> </ul> | WSD Faculty Council               | 09/22              | 12/22                     | The development and resourcing of an Industry Liaison would facilitate a strategic and targeted approach to connections, partnerships, practicum, curriculum industry projects, and Co-op. With an external liaison in place, this will further support continued quality assurance plan implementation.                       |
| <p>Identify and establish a complement of new industry experiences, and connections including but not limited to field schools, and industry linked projects.</p> <ul style="list-style-type: none"> <li>• Given that opportunity for employment and collaboration are global, our program needs to be comparable to relevant and recognized design institutions on the international scale.</li> </ul>  | Chair, Faculty & External Liaison | 09/22              | 01/27                     |  |
| <p>Explore and potentially implement a Co-op program or enhanced work experience option for Fashion and Technology.</p> <ul style="list-style-type: none"> <li>• Industry and the advisory committee propose to build on the current 120-hour unpaid practicum format with a co-op opportunity or enhanced work experience option that include funding opportunities so that students might be paid for their time and work.</li> </ul>  | Chair & Faculty                   | 09/22              | 09/23                     | <p>This piece may also support the work being done on program curriculum and re-examining program structure.</p> <p>Spring 2022 - Investigation is currently being done in the WSD on what implementing a co-op might look like for our cohort-based programs with final recommendations planned to be shared in May 2022.</p> |

## *Fashion & Technology Program Review Quality Assurance Plan*

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| <p>Establish a program/WSD department/faculty committee that will work to:</p> <ul style="list-style-type: none"> <li>○ Explore ways of working with other academic units (in a variety of capacities) to expand on cross-discipline opportunities</li> <li>○ Further evaluate opportunities for community service/learning and work with our program advisory committee to define how community service/learning opportunities can be best structured to maximize both service learning and leadership skills development for our students</li> <li>○ Look for meaningful ways to build collaborative partnership with Indigenous communities and to expand Indigenous participation in the program</li> <li>○ Work with research centers and community organizations to link student projects and research projects with various community needs</li> <li>○ Seek opportunities for financial support for research and teaching activities conducted in the faculty</li> </ul> | Chair & Faculty | 09/22 | 04/27 | With the evolving nature of the fashion industry, we see the work of this committee as continuing and on-going over an extended period.  |
| <p>Collaborate with industry partners for gaining enhanced technology skills and knowledge.</p> <ul style="list-style-type: none"> <li>• Establish partnerships for students to work with industry partners to learn and build on their skill development regarding technology and tools</li> <li>• Offer opportunities for industry partners to build and develop their skills, knowledge, and ability through the WSD potentially through CPS, micro credential options, workshops, etc.</li> <li>• Foster further faculty learning and PD opportunities</li> </ul>   | Chair & Faculty | 09/22 | 04/27 | <p>Our industry partners have very specialized expertise. Innovative tools, equipment, processes, and expertise could be aligned using industry mentors to support students in new methods and techniques. This can make us nimbler and avoid the lead time to adjust curriculum or approval processes. Gerber, Clo3D, other company specific technologies might be available during non-work hours and faculty/ students could engage, tour, learn in industry settings.</p> <p>With the evolving nature of the fashion industry, we see the work of this committee as continuing and on-going over an extended period of time.</p> |

| Resource Implications (if applicable)  |
|--|
| <b>What are the resources required to achieve this Strategy?</b> <ul style="list-style-type: none"> <li>• Faculty and staff time required for all initiatives</li> <li>• WSD Deans' office and administrative assistants.</li> <li>• Budget must be available for conferences, industry events and local exhibitions and all students should be encouraged to attend, entrance fees be covered, subsidized or volunteer positions facilitated for equitable access.</li> <li>• Funding will also be needed to support the industry liaison role</li> </ul> |
| <b>When are these resources required?</b> <ul style="list-style-type: none"> <li>• Fall 2022</li> </ul>  |
| <b>What Faculty and/or Institutional support is required?</b> <ul style="list-style-type: none"> <li>• Faculty accountable and/or professional development time</li> <li>• Time releases for faculty and industry liaison to support ongoing work</li> <li>• Continued collaboration and coordination with WSD committees, the KPU community, and industry partners</li> </ul>   |

**STRATEGY 3:** Enhance student learning supports.

- Student learning supports may be course, program, or Wilson School of Design specific

**GOAL(S) THIS STRATEGY SUPPORTS:**

GOAL 2: Strengthen competitive advantage by increasing options, accessibility, and flexibility for students and applicants within the Fashion and Technology program.

GOAL 3: Garner support to allow for experiential learning in enhanced work-integrated environments in order to maintain relevance to the local and global fashion industry.

GOAL 4: Incorporate additional infrastructure support for students to foster resilience, leadership, and engagement.

| Step(s) Required to Achieve this Strategy  | To be Led by                      | To Start on (M/YY) | To be Completed By (M/YY) | Notes   |
|--|-----------------------------------|--------------------|---------------------------|---|
| Investigate program model for greater flexibility to support students <ul style="list-style-type: none"> <li>• Reassessing all co-requisites and pre-requisites</li> <li>• Considering the timetabling of courses each semester</li> <li>• Identifying routes through the program for those seeking to take a reduced course load for a semester or more</li> </ul>  | Chair & Faculty                   | 09/22              | 06/23                     | These conversations will also take place in conjunction with conversations regarding program curriculum.  |
| Develop and offer an enhanced orientation to the FASN program for advanced entry students <ul style="list-style-type: none"> <li>• Orientation to focus on supporting skill development in design thinking and critical thinking/analysis</li> <li>• Address learning gaps for advanced entry students to help with the transition to the WSD</li> <li>• Investigate the format for this orientation. This might be formatted as a micro credential, workshop, or training to earn a badge for successful completion.</li> </ul> | Chair & Faculty                   | 05/22              | 09/27                     | This enhanced orientation may initially be planned for and take place to support incoming advanced entry students for the Fall 2022 semester, however it is anticipated that this orientation support piece will be continually built on over the coming years. |
| Create and implement a post-secondary design education transition course for incoming first year students <ul style="list-style-type: none"> <li>• This intro to university course may be required for students to complete before the start of their program</li> <li>• Collaborate with the KPU Learning Centre to examine existing offerings to determine what may need to be added to support WSD design students</li> </ul>   | Faculty, WSD, KPU Learning Centre | 01/23              | 09/27                     | It is hoped that this course might be piloted for our Fall 2023 intake, and continually evolve as feedback is gained.   |
| Formalize an alumni mentorship program for students <ul style="list-style-type: none"> <li>• Identify a structure and areas for formalize alumni connections</li> <li>• Connect and collaborate with the WSD Alumni Chapter</li> </ul>   | Chair, Faculty & WSD              | 09/22              | 05/23                     | Depending on the structure identified for this mentorship program there may be opportunities to collaborate or implement a  |

## *Fashion & Technology Program Review Quality Assurance Plan*

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| <ul style="list-style-type: none"> <li>Implement a mentorship program for FASN students</li> </ul>   |  |       |       | similar structure to support other WSD programs as well.   |
| Increase access to labs, and lab technician and training support <ul style="list-style-type: none"> <li>Investigate what is needed to offer additional lab access, and determine how additional access may be offered</li> <li>Collaborate with the WSD lab coordinator to identify lab training needs not yet met and determine a plan to create and implement training</li> </ul>  | WSD Lab Coordinator, WSD Deans Office, KPU | 09/22 | 08/27 | As there are other programs in the WSD also seeking increased access to labs, and additional lab technician and training supports we plan to collaborate and coordinate with these other programs. |
| Build upon KPU institutional support in collaboration with the Learning Centre and Teaching and Learning Commons to create and develop additional learning resources <ul style="list-style-type: none"> <li>Prioritize offering masterclasses (taught by industry members) to enhance learning opportunities, and as a revenue stream connection</li> <li>Development OER Resources including but not limited to pattern drafting and careers in the fashion industry</li> <li>Build upon CPS design offerings and develop a 12-month calendar of course offerings</li> <li>Identify areas, skills and concepts which might be developed into micro-credentials</li> </ul> | Chair, Faculty, WSD & KPU Learning Centre  | 09/22 | 08/27 | With the nature of this step, work will be ongoing over a period of time.  |
| Formalize the implementation of learning supports for design studies (digital skills, production skills etc.) <ul style="list-style-type: none"> <li>Promote KPU learning centre peer tutor positions to WSD and FASN students</li> <li>Continue to encourage FASN students to apply to be a WSD peer mentor</li> </ul>  | Faculty, WSD & KPU Learning Centre         | 09/22 | 04/23 | The WSD Peer Mentorship program will require ongoing institutional funding and will ideally build on the success of this program being implemented in Spring 2022.                                 |

| Resource Implications (if applicable)  |
|--|
| What are the resources required to achieve this Strategy? <ul style="list-style-type: none"> <li>Time and budget will be needed for planning, development, implementation, and teaching               <ul style="list-style-type: none"> <li>Budget needed for:                   <ul style="list-style-type: none"> <li>Increasing lab technician support</li> <li>Developing and implementing machinery and lab training</li> <li>Supporting the development, planning, implementation, and promotion of a 12-month CPS calendar of course and masterclasses</li> <li>Development of OER resources</li> <li>Continuation of current WSD Peer Mentor program</li> </ul> </li> </ul> </li> </ul> |
| When are these resources required?   |



*Fashion & Technology Program Review Quality Assurance Plan*

|  |
|--|
| <ul style="list-style-type: none"><li>Fall 2022</li></ul>  |
| <p>What Faculty and/or Institutional support is required?</p> <ul style="list-style-type: none"><li>Faculty accountable/professional development time</li><li>Time releases for faculty and industry liaison to support ongoing work</li><li>Continued collaboration and coordination with WSD dean’s office, the KPU learning centre and KPU Learning Commons</li></ul> |

**STRATEGY 4:** Build upon student recruitment and program recognition and awareness efforts

GOAL(S) THIS STRATEGY SUPPORTS:

- GOAL 2: Strengthen competitive advantage by increasing options, accessibility, and flexibility for students and applicants within the Fashion and Technology program.
- GOAL 3: Garner support to allow for experiential learning in enhanced work-integrated environments in order to maintain relevance to the local and global fashion industry.
- GOAL 4: Incorporate additional infrastructure support for students to foster resilience, leadership, and engagement.

| Step(s) Required to Achieve this Strategy   | To be Led by    | To Start on (M/YY) | To be Completed By (M/YY) | Notes  |
|---|-----------------|--------------------|---------------------------|--|
| <p>Plan for on-going events and opportunities to network with other alumni, industry, and current students</p> <ul style="list-style-type: none"> <li>• Investigate and identify key program events for possible implementation <ul style="list-style-type: none"> <li>○ Consider how the fashion show, an event we are known for, might transform post-pandemic; consider other sources of funding to support this event</li> </ul> </li> <li>• Plan and implement these events to include program key partners</li> <li>• Collaborate with FASN alumni for participation in an event</li> </ul> | Chair & Faculty | 10/22              | 12/23                     | <p>With the onset of the global pandemic the way that we engaged with key partners and celebrated graduating students has shifted. Now that pandemic restrictions are being reduced/removed, we feel that we are in a better place to plan for program events moving forward.</p> <p>Previous to the onset of the global pandemic in March 2020, we offered an annual fashion show event which was very well attended by industry, secondary school students and teachers, and other community members. This fashion show was a celebration of our graduating students, and an ideal marketing opportunity. Despite not being able to hold this event for the past two years we continue to hear from applicants that attending this event inspired them to apply to the program.</p> <p>Prior to the pandemic the faculty team engaged in surface level conversations about</p> |



## *Fashion & Technology Program Review Quality Assurance Plan*

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|---|---------------------------|-------|----------|--|
|   |                           |       |          | how this event might shift into the future due to resourcing and budgetary constraints.  |
| Build on community and recruitment links/initiatives - community outreach <ul style="list-style-type: none"> <li>• Develop and plan for CPS and micro credential offerings</li> <li>• Explore opportunities for offering high school workshops, and guest speaking sessions with FASN students and faculty</li> <li>• Continue to support WSD students in the creation of the WSD Colouring Book (Fall 2022 will see edition 3 of this book)</li> </ul>   | Chair, Faculty & WSD      | 05/22 | On-going | Many of the pieces of these steps we are already working on, however we see great opportunity in increasing our efforts.<br><br>We envision this step as something that will continue to be built on over the coming years.  |
| Develop a Fashion (and Design) Careers OER touching on job titles, tasks/duties, skills and knowledge and salary ranges <ul style="list-style-type: none"> <li>• This OER could be used by our current WSD and FASN students to gain a better understanding of the industry and to be used as a starting point for researching perspective careers</li> <li>• OER may also be used by secondary school partners to aid in meeting learning outcomes for Applied Design Skills and Technology courses, and guidance counsellors for their personal knowledge and to share with students to add to their understanding</li> <li>• Resource may be used to address questions and misunderstandings about the potential for careers in the (fashion) design industry</li> </ul> | Chair & Faculty           | 01/23 | 08/24    | KPU Teaching and Learning commons funding may be applied through a grant application submission.   |
| Investigate additional pathways into the programs for secondary school students <ul style="list-style-type: none"> <li>• Determine and implement a dual credit path through the FASN program</li> <li>• Promote the pathway to secondary school partners</li> </ul>   | Chair, Faculty, WSD & KPU | 01/23 | 04/24    | The aim is that the implementation of this dual credit option will coincide with the implementation of updated program curriculum in Fall 2023.<br><br>Becoming part of the Youth Training in Trades program is continuing to be investigated. We currently need industry partners to support this initiative by sharing data and information with the organization. |
| Develop teaching/learning activity package(s) that might be implemented into secondary school textile/clothing/fashion classrooms <ul style="list-style-type: none"> <li>• Work with secondary school instructors to identify areas of learning to focus on</li> <li>• Packages may include teaching tools and supports for implementation, and student learning resources</li> </ul>   | Faculty                   | 01/23 | 04/24    | Secondary School teachers are some of our biggest supporters and promoters. If we were to have teaching/learning activity packages to easily distribute to teachers in BC and other  |

## *Fashion & Technology Program Review Quality Assurance Plan*

|   |                    |       |       |   |
|---|--------------------|-------|-------|---|
|   |                    |       |       | provinces this will also help enhance program and WSD promotional activities.                         |
| Continue to attend and present at the annual THESA (Teachers of Home Economics Specialty Association) Conference to support and connect with home economics teachers <ul style="list-style-type: none"> <li>Inquire to set up a WSD table at the event to promote programs and have FASN faculty connect with attendees</li> <li>Plan and lead a workshop at this annual event</li> </ul> | Faculty            | 10/22 | 10/23 | Looking to the future we may investigate the potential of the WSD hosting this event onsite one year. |
| Increase cross Canada and international program and Wilson School of Design promotion in collaboration with FSO and KPU marketing <ul style="list-style-type: none"> <li>Explore ways to connect with FASN/WSD alumni to promote program</li> </ul>   | FSO, KPU Marketing | 09/22 | 12/23 |   |

| Resource Implications (if applicable)   |
|---|
| <p>What are the resources required to achieve this Strategy?</p> <ul style="list-style-type: none"> <li>Time and budget will be needed for planning, development, and implementation <ul style="list-style-type: none"> <li>Budget needed for: <ul style="list-style-type: none"> <li>Program year end event that is used as a marketing opportunity for KPU, WSD, and the FASN program, a way to connect with industry partners, and celebrate graduating students</li> <li>Supporting the development, planning, implementation, and promotion of a 12-month CPS calendar of course and masterclasses</li> <li>Development and offering of high school workshops to support recruitment efforts</li> <li>WSD student efforts in developing the WSD colouring book, the resulting project is shared with incoming and continuing WSD students, and 1000+ copies are shared with high school classrooms to promote WSD programs</li> <li>Development of Fashion (and Design) Careers OER</li> <li>Creation of teaching and learning packages shared with high schools for WSD promotion</li> <li>Continued attendance and representation at annual THESA conference</li> <li>Cross Canada and international WSD and FASN program marketing through social media, participation and sponsorship of events and conferences, faculty attendance at national and international conferences and fashion education focused events, and utilization of WSD alumni for program promotion.</li> <li>Continuation of the WSD Peer Mentor program</li> </ul> </li> </ul> </li> </ul> |
| When are these resources required?  |



*Fashion & Technology Program Review Quality Assurance Plan*

- Fall 2022

What Faculty and/or Institutional support is required?

- FSO and KPU Marketing supports, collaboration, and consultation

PLAN SUPPORTED BY:

Dr. Diane Purvey

Provost's Name

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

\_\_\_\_\_  
Date

Andhra Goundrey

Dean's Name

A handwritten signature in black ink, reading 'A Goundrey', is centered above a horizontal line.

\_\_\_\_\_  
Dean's Signature

April 19, 2022

Date

PROGRAM UNDER REVIEW: Fashion and Technology

**Instructions for Reviewers**

Your assessment should ensure the Quality Assurance Plan does the following:

- address all the recommendations in the Self-Study and External Review reports (or provide a clear rationale when a recommendation is not addressed);
- provide clear, realistic plan of actions that are within the department's purview;
- clearly articulate how the Program will demonstrate Progress on a Goal, Strategy and/or Step in its One-Year Follow-Up Report.

**OVERALL ASSESSMENT:**

*Please provide a brief assessment of the Quality Assurance Plan under review and an overall recommendation.*

**Reviewer #1:** The Fashion and Technology department members have carefully taken into consideration all of the input and review provided from all areas and developed a comprehensive plan to move forward. The strategies to address each goal area are well thought through and reflect, in particular, a strong sense of purpose that embraces an exciting future for fashion and technology, delivering practical design and manufacturing methodologies using current industry relevant tools and technology through applied practice, techniques, hands-on, and digital applications. The plan is comprehensive and ambitious. Consideration should be given to contingency planning in order to achieve all of the plans. Similarly, a strategy might be considered to address funding and capacity issues. Congratulations to all involved!

**Reviewer #2:** A thoughtful and detailed review that gives a good account of a strong program. Some emphasis that may be directed internally is directed externally, which is the root of the comments to follow, and some considerations about the future are postponed for later consideration.

**Reviewer #3:** The report is detailed and addresses the recommendations in the Self-Study and External Review reports. It maps an ambitious plan to ensure the program can be relevant and current in a fast-changing industry. Some areas of the report could be edited for conciseness and clarity.

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

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

**MAJOR ISSUES AND SUGGESTED ACTIONS:**

Complete this section ONLY if you have identified the following major issues with the Plan:

- a) Recommendations made in the Self-Study Report and/or External Review Report are not appropriately addressed.
- b) Goals, Strategies, Steps and/or Resource Implications are not worded clearly.
- c) It is unclear how the Program will demonstrate Progress on a Goal, Strategy and/or Step in its One-Year Follow-Up Report.

| Issue (page #) | Suggested Action  |
|----------------|---|
| p.2            | The challenges are at least facially all external to the program – there are no real internal challenges. When we get to the goals, though, the first heading is curricular (internal). |
| p.3            | What are we going to do about competing around costuming? Our entertainment programming is going to be quite large.   |

|   |   |
|---|---|
| p. 13 "Review curriculum integration to support learners in gaining knowledge and meeting skill development aims" | I'm not sure what is meant by "integration?"  |
| p. 13 "work to better streamline projects and deliverables"   | I'm not sure where this is coming from, and how would you report on this at annual follow up?   |
| p. 13 "revise curriculum and <u>implement</u> changes..."   | The deadline shows 01/23. "Implement" could indicate Course Outlines will have been approved. Based on subsequent steps, I think you just mean "revise."                    |
| p.16  | The liaison is one way to build partnerships, but the faculty role is key. How can the program build strong ties without a person dedicated exclusively to this enterprise? |
| p.17  | A committee is suggested to explore future internal partnerships – but to what end? Are the partnerships intrinsically good or do you have specific goals?                  |

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

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

| <b>Minor Edits (page #)</b>  |
|--|
| p. 1, 2 <sup>nd</sup> para: two year →years<br>p. 1, 2 <sup>nd</sup> para: "review process, and recommendations -delete comma  |
| p. 1, 3 <sup>rd</sup> para: "less of a foundation in ... <u>capabilities</u> " – very broad. Not sure what you mean. Students lack foundational skills, for example in construction, design, and ...??   |
| p. 3: "X University →Toronto Metropolitan University   |
| p. 4 Under rationale: "effected " – Do you mean "implemented?"   |
| p. 4 Under rationale: "opportunity" →opportunities   |
| p. 4 2 <sup>nd</sup> recommendation: "Inclusion of additional <u>learning spaces</u> " – readers might think of facilities. Perhaps delete and just write "Update curricula to include topics such as body type... "   |
| p. 4 8 <sup>th</sup> recommendation: "or" – delete   |
| p. 5 , 5 <sup>th</sup> row: "Working on what read to us (External Review Committee) as significant (and interesting) 'tunnel vision' projects" – This isn't clear.   |
| p. 5, row 2: "Ensuring (and marketing)... will ensure" -Awkward phrasing   |
| p. 5 row 11: "A cohesive faculty-driven approach to ensuring issues of current relevancy will ensure the program as a whole is relevant..." Edit for conciseness. →<br>A cohesive faculty-driven approach to ensure the program is relevant and current...   |
| p.19 The introduction to University course is referred to here. KPU, confusingly, has an introduction to university course in the sense of having a 3 credit undergraduate course on the subject (EDUC 1100 and several variants at the 11xx level) and a pair of intro to university learning centre modules or sessions. |



## **Fashion & Technology Program Review Quality Assurance Plan**

***Date submitted to SSCPR: April 27<sup>th</sup>, 2022***

***Date Self-Study Report approved by SSCPR: June 23<sup>rd</sup>, 2021***

***Date of External Review: September 28<sup>th</sup> & 29<sup>th</sup>, 2021***

### **SUMMARY**

***The Fashion and Technology program aims to*** deliver practical design and manufacturing methodologies using industry relevant tools and technology through applied practice, techniques, hands-on, and digital applications. Students in the program have a willingness to explore and adapt gained knowledge, skills, and bring with them a diversity in academic attitude. We are a community of passionate and collaborative individuals, focused on working in and supporting an evolving industry.

The Fashion and Technology Program offered through the Wilson School of Design at Kwantlen Polytechnic University is the longest running degree-granting fashion program in Western Canada. The program itself is well known across Vancouver and for delivering relevant and practical skills while ensuring students are industry-ready for their future careers upon graduation. Those completing all four years of the program can apply to graduate with a degree, and those who complete only the first two years of the program might graduate with a diploma. All students in the program currently proceed as a cohort, taking courses in a predefined program model. Data and insights gained in the self-study review process, and recommendations from the external review committee highlight a unique opportunity in broadening the program with multiple types of intakes along with offering options within the program so that students might specialize their education.

Students who are admitted to the program are focused, committed, engaged, and passionate. These students are invested in their learning, bringing their own perspectives and insight to what knowledge, skills, and abilities they gain while in the Fashion and Technology program. Over the past handful of years, those applying for and entering the program are often doing so with less of a foundation in construction, design skills, ~~textile knowledge and industry awareness, and capabilities.~~ To support the development of foundational learning in our applicants, while also creating further program marketing opportunities, it is recommended that a dual credit pathway, CPS courses, micro credential options, and foundational level KPU DESN courses be further investigated and implemented. In the words of the External Review Committee, the Fashion and Technology program *“is – and should be – a flagship program at a polytechnic like KPU, and hopefully the institution will support [the Fashion and Technology Program] to grow and expand and gain a national reputation equal to that of Ryerson’s, and an international reputation too.”* The goals and strategies laid out in this plan have been articulated with this quote from the external review committee in mind.

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The programs strengths, challenges, opportunities, and threats are summarized below. These are followed by goals and strategies resulting from the self-study and external review reports



**Fashion & Technology Program Review Quality Assurance Plan**

|                   |   |
|-------------------|---|
| <b>Strengths</b>  | <p>The Fashion and Technology program with the Wilson School of Design is the longest running fashion degree granting program in Western Canada and is one of three fashion degree granting programs in Canada. The program, its students, and alumni are well recognized in the industry for the skills, knowledge, and abilities that they hold.</p> <ul style="list-style-type: none"><li>• In 2019, the program was awarded best in long term value, best in learning experience, and best overall in the undergraduate fashion school rankings by the Business of Fashion (a globally recognized fashion industry news source), and we are the only Canadian fashion school to be highlighted at the undergraduate level</li><li>• Program content delivers a balance of hands-on learning, industry-focused experience, and academic rigor</li><li>• Students experience unique programming in an undergraduate fashion-focused degree that is recognized for preparing graduates to successfully enter the apparel and fashion industry</li><li>• The program has strong links with local industry partners, many of whom are globally recognized brands (ex. lululemon, Arc'teryx, Aritzia, Hershel Supply Co., Ten Tree, Mustang Survival, Gentle Fawn, etc.)</li><li>• The program has come to be known as a practical program among applicants, industry, and students with the acknowledgment that graduates gain a breadth of industry relevant skills and knowledge</li><li>• Located in the custom-built Wilson School of Design building (opened Jan. 2018) with students learning in, and accessing collaborative classroom and lab spaces</li><li>• The WSD is an educational leader in breadth of industry level equipment and technology</li><li>• Current cost of the program is highly competitive in the Canadian market</li><li>• The current class size of the fashion program is viewed as a benefit by applicants, students, and industry partners</li></ul> |
| <b>Challenges</b> | <p>The fashion industry is a fast moving one, and the onset of the global pandemic in Spring 2020 brought about a number of technology advances. Our greatest challenge within the Fashion and Technology program is the ability to quickly shift, pivot, and include industry innovation (ex. 3D modeling implementation) into the program and curriculum.</p> <ul style="list-style-type: none"><li>• Obtaining the budget for the technology required to remain industry relevant (WGSN, Optitex/Gerber, Clo3D, VStitcher) while also providing relevant learning materials to support students</li><li>• Having the time for faculty to learn and maintain their skill set to keep pace with industry innovations</li><li>• A current lack of dedicated digital learning spaces for augmented and virtual reality development</li><li>• WSD infrastructure currently in place, including technicians, that support student learning, machinery knowledge, and provide lab support.<ul style="list-style-type: none"><li>○ With a growing number of special purpose machines requiring training, and the challenge to fully incorporate training in courses we need additional lab technicians and lab support to ensure machinery, equipment, and spaces are used safely and appropriately.</li></ul></li><li>• Accommodating our industry partner needs, and requests for student learning opportunities</li><li>• Limited program promotion beyond western Canada</li></ul>   |



*Fashion & Technology Program Review Quality Assurance Plan*

|               |  |
|---------------|--|
| Opportunities | <p>The Fashion and Technology program has long followed the same format. Over time, applicants, their learning styles, and industry career options have all changed. An opportunity exists to restructure the program to better serve continuing students, future students, and industry partners. This restructuring has the potential to broaden the program’s inclusivity to a range of learners, while at the same time expanding content covered in the program. To complement a program restructuring we see great opportunity to increase program marketing and student recruitment efforts across Canada.</p> <ul style="list-style-type: none"><li>• Further collaboration with other Wilson School of Design programs on projects, resources, courses, and student learning</li><li>• Broaden promotional efforts across Canada and internationally to attract an increasingly diverse student body</li><li>• Continue to work with local industry members to identify knowledge and skills needed and implement them through CPS courses or micro credentials, until program curriculum changes take effect</li><li>• Create additional learning partnerships with other KPU faculties</li><li>• Strengthen the program with multiple types of intakes (ex. dual credit, Youth Training in Trades, industry re-training and upgrading, selective entry)</li><li>• Develop learning streams within the program for students to specialize their education</li><li>• Address the misconception of fashion education and the variety of viable and successful career options in the fashion industry</li><li>• Increase program relevancy and currency</li></ul> |
| Threats       | <ul style="list-style-type: none"><li>• In January 2020, LaSalle College Vancouver accepted their first intake of their fashion degree program.</li><li>• <u>Capilano University is in the approval stage of moving their diploma Costuming for Stage and Screen into a degree.</u></li><li>• The main competitor is the fashion program at <u>Toronto Metropolitan University</u>, <del>X University (formerly Ryerson University)</del>. This is the longest running fashion degree granting program in Canada and has national recognition. Addressing this threat requires enhancing national and international marketing and recruitment efforts, while increasing promotion of student and alumni achievements.</li><li>• Overcoming the misconception that fashion isn’t a profession. The reality is that the fashion industry in Vancouver is thriving, and home to several globally known brands.</li></ul>  |

**Commented [MP1]:** This line item was added to acknowledge there is a risk of potential WSD students exploring other local degree options. To address the reviewers comment; there are no plans to try to compete with this particular discipline in the Fashion & Technology Program in the WSD through additional specific content. There is hope there will be conversations around new opportunities as other programs evolve.

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*Fashion & Technology Program Review Quality Assurance Plan*

**QUALITY ASSURANCE GOALS**

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

GOAL 1: Address currency and instructional design of curriculum relevancy.

**RATIONALE FOR THIS GOAL:** To promote relevancy in our program, there are specific changes which, if ~~implemented~~<sup>effected</sup>, could result in improved overall program quality. The Self-Study report indicates that while the previous program review had some beneficial implementations, this current review process will offer opportunities to address challenges with course content scaffolding and disparity in course learning outcomes (p. 6 of Self Study Report - 06/21). This self-assessment is in alignment with the External Review statement regarding primary feedback themes specific to the introduction of enhanced curriculum updates. (p. 8 of External Review 7/21). Addressing recommended changes will allow for the program to also align curriculum updates with KPUs sustainability framework and the United Nations (UN) Sustainable Developed Goals.

| Recommendation(s) this Goal Addresses   | Report (page number)            |
|---|---------------------------------|
| Explore what courses might shift to a EXP or MAS grading format   | Self-Study p. 58                |
| <del>Inclusion of additional learning spaces (design, production, etc.) through</del> Update curricula <del>updates for students to explore</del> include body type inclusivity, diversity, and equity (ex. non-binary, plus size, transgender)                           | Self-Study p. 45                |
| Build on collection of dress forms that reflect body inclusivity (gender and sizes)   | Self-Study p. 58                |
| Implement additional 3D modeling technology into curriculum and provide opportunities for students to work with software such as CLO3D.   | Self-Study p. 12,33,34,45,62,73 |
| Shift recommendation to take ENGL 1100 during first year of program   | Self-Study p. 57                |
| Enhance reading comprehension and numeracy skills within program, and ensure students are aware of the skills which they are developing.  | Self-Study p. 45                |
| Increase opportunities for students to explore iterative design and prototyping, along with finished packages.  | Self-Study p. 45                |
| Identify Fashion and Technology courses <del>or</del> to meet the Writing-Intensive Requirement and Quantitative Requirement for compliance with Policy AC 14.  | Self-Study p. 45                |
| Integrate additional travel opportunities into the program for students   | Self-Study p. 45                |
| Integrate resiliency training (for students) into Fall start up orientation <ul style="list-style-type: none"><li>Request that there might be a resiliency training ‘badge’ that then may be required as part of a foundational level FASN program course</li></ul>       | Self-Study p. 63                |
| Decolonize curriculum, while fostering Indigenous design practices to better align with KPU Vision 2023 (Appendix 17) <ul style="list-style-type: none"><li>Include indigenous consultation while planning curriculum updates that touch on this knowledge area</li></ul> | Self-Study p. 45                |

**Commented [MP2]:** To address the reviewer comment: *“The challenges are at least facially all external to the program- there are no real internal challenges. When we get to the goals though, the first heading is curricular (internal)”*  
This observation brings to light a disparity between the Challenges and the Goals, however amending the Challenges may alter the core intent. We are unsure as to the suggested action.  
In the Opportunity section of this table there is an indication the faculty proposes curricular changes in order to better serve students, et al. while addressing matters of relevancy.

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## *Fashion & Technology Program Review Quality Assurance Plan*

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|--|-----------------------|
| <ul style="list-style-type: none"><li>• Include Indigenous guest speakers or guest lecturers</li></ul>   |                       |
| <del>Ensuring (and marketing) <b>Maintain</b> KPU FASN's industry-inspired curriculum - one that reflects the latest trends, technology and skills while <b>will</b> continuing to evolve and respond to changes in the field. <del>-will ensure</del> <b>inge</b> WSD FASN students are well equipped to succeed in the 21st century global fashion economy</del>   | External Review p. 10 |
| Shift practicum from a 3-credit class to a paid internship/co-op work experience in the senior semester with longer placements may create the opportunity for students to further refine soft skills and apply acquired academic knowledge to real world experiences   | External Review p. 7  |
| Form a program student committee to provide feedback on proposed curriculum changes  | Self-Study p. 58      |
| <del>Students should be able to connect their work and projects to the larger industry picture and demonstrate broad skills and a sense of connectivity rather than working on what read to us (External Review Committee) as significant (and interesting) 'tunnel vision' projects. <br/> <b>Examine projects across all years to foster connectivity between student work and industry practises.</b></del> | External Review p. 8  |
| Develop and acquire more industry relevant technologies and technological interfaces that that can be used increase the students' skills in 3Dimensional Patternmaking and Wearable Technology.  | Self-Study p. 64      |
| Adding a Clo3D course is recommended due to its increasing popularity for virtual garment creation in the industry   | External Review p. 8  |
| Explore PD or guest speaking options for faculty to better support learners requiring counseling supports  | Self-Study p. 63      |
| Portfolio standards also may need some re-evaluation to ensure students graduate with a portfolio that aids in employability   | External Review p. 8  |
| Explore a wider variety of delivery mode options to meet the needs of the 21st century learner (lab, lecture, studio, in person, online, hybrid, etc.)   | Self-Study p. 57      |
| <del><b>Promote a</b> cohesive faculty-driven approach to ensure <b>e the program addresses ing</b> issues of current <b>ethical and ideological</b> relevancy. <del>will ensure the program as a whole is relevant and demonstrates engagement in current industry related (and moral) issues</del></del>   | External Review p. 9  |
| Recommend the introduction of sustainable business models into the curriculum to provide students with knowledge and tools to understand and critically assess materials, economics, aesthetics, philosophical concepts, social responsibility, and the impact of their design decisions   | External Review p. 8  |
| Gerber vs. Optitex decision be re-evaluated in the context of current employment expectations and what is in student's best interests as they enter into the industry  | External Review p.8   |
| Continue work on Sewing focused OER (this project was started Fall 2020)   | Self-Study p. 45      |
| Promote Learning Centre student peer tutor positions to current FASN students <ul style="list-style-type: none"><li>• Peer tutors to provide support with content covered and explored in the FASN program</li></ul>   | Self-Study p. 63      |
| Students would likely benefit from instructors who have more relevant/updated industry experience. It's imperative that faculty be supported to maintain and develop currency through professional development funds, granting opportunities and educational leave opportunities   | External Review p. 8  |
| Start work on a pattern drafting focused OER   | Self-Study p. 45      |
| Create an OER exploring the many different career pathways available in the fashion industry and job descriptions for student reference  | Self-Study p. 45      |
| Increase digital references (ex. A virtual library) of foundational skills in sewing, pattern drafting, and production knowledge to build on student learning in courses <ul style="list-style-type: none"><li>• A sewing focused OER is being worked on but needs a faculty time release for greater focused and dedicated work</li></ul>   | Self-Study p. 63      |

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***Fashion & Technology Program Review Quality Assurance Plan***

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| <ul style="list-style-type: none"><li>• Development of resources will need videography and development funding and support</li></ul> |  |
|--|--|

**GOAL 2:** Strengthen competitive advantage by increasing options, accessibility, and flexibility for students and applicants.

**RATIONALE FOR THIS GOAL:** Creating curriculum delivery options and flexibility that are built into the program will allow for opportunities for students to personalize their learning, gained knowledge, skills, and abilities. Meeting this goal will allow for students to better prepare for their envisioned future careers, while also allowing for a flexible path so that students are able to manage school, life, and other. These options and program flexibility have the potential to attract additional applicants.

| <b>Recommendation(s) this Goal Addresses</b>  | <b>Report (page number)</b> |
|---|-----------------------------|
| Establish a path into the program (ex. Dual Credit) to support secondary school students  | Self-Study p. 22            |
| Assess for the possible inclusion of specialization streams within program  | Self-Study p. 57            |
| Develop formalized articulation agreements with post-secondary fashion programs in both the Vancouver area and across Canada.   | Self-Study p. 22            |
| Create additional opportunities for applicants to gain foundational knowledge in design and construction to find success when assembling an entry portfolio   | Self-Study p. 44            |
| Increase competitive edge of fashion and technology program through: <ul style="list-style-type: none"><li>• Restructuring program to include specialization paths</li><li>• Increasing industry linked projects throughout the program</li><li>• Creating additional links between program content and curriculum for enhanced understanding</li><li>• Integrating a paid co-op option for students</li><li>• Incorporating additional out of province or global travel and learning opportunities for students</li><li>• Inquiring into possibility to create links between the fashion program and the School of Business Entrepreneurial Leadership program so that those looking to gain greater knowledge in an entrepreneurship career path might do so.</li></ul> | Self-Study p. 21            |
| Develop additional CPS or Micro Credential courses aimed at potential applicants to develop their skills and knowledge prior to entering the program  | Self-Study p. 57            |
| Continue to develop and add to Continuing Studies Course offerings by: <ul style="list-style-type: none"><li>• Developing courses that appeal to industry professionals (through industry consultation) as industry upgrades, home economics teachers, general interest, and future potential students.</li><li>• Building and plan a 12 month Continuing Professional Studies calendar with a range of in-person (when possible) and virtual courses.</li><li>• Re-implementing master classes</li></ul>   | Self-Study p. 22            |
| Continuation of (and marketing of) FASN CPS courses   | External Review p. 6        |
| Creation and dissemination of WSD masters classes - perhaps funding found to create and market these online   | External Review p. 6        |
| Connect to other provincial high school associations (like THESA) could help raise awareness and interest in the program, increasing out of province applications   | External Review p. 6        |



## *Fashion & Technology Program Review Quality Assurance Plan*

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| Recruit mature students wanting to upgrade skills (or reaching out with scholarships to refugee communities where these skills are already present because they often put food on the table) might create a stronger skills-based student body and keep classes filled throughout the four years, perhaps even help grow the program (two cohorts of 22 feels more appropriate for a strong program like this with the potential to have a strong national and international reputation).  | External Review p. 8 |
| Introduction of master's classes (and possibility a thematic CPS courses or micro-credential classes) would allow students, alumni (and potential students) to focus on industry "hot topics" such as sustainability, size diversity, Indigenous fashion studies, cultural appropriation issues, diversity in traditional gender blocks, diversity in adaptive industry  | External Review p. 6 |
| Further support applicants in developing foundational skills before program entry - pre-entry workshops, classes and programs can offer experiential learning opportunities including written and visual communication, and portfolio development for middle and high school students  | External Review p. 7 |
| Further investigate the purpose and options available for our annual designer spotlight and fashion show events and how they might shift into a post-pandemic future   | Self-Study p. 22     |
| Increase student recruitment efforts both locally and across Canada by: <ul style="list-style-type: none"><li>• Seeking out opportunities to promote the program internationally, highlighting the unique position that Vancouver holds in the global apparel industry and the many global brands based here.</li><li>• Requesting additional KPU marketing support for promoting the program, and/or faculty time release for specialized and focused program promotional activities</li><li>• Increasing community engagement by welcoming secondary school textile classes on campus to work in the labs and gain an introduction to the Wilson School of Design.</li><li>• Developing detailed program information to share via WSD website, social media and info handouts on career possibilities and salary ranges for the apparel industry.</li><li>• Updating program website for information on alumni, students, faculty, and program initiatives, projects, and activities.</li><li>• Increasing social media presence, including regularly creating posts that feature students, their work, and program initiatives</li><li>• Advocate for increasing KPU support for domestic student housing</li></ul> | Self-Study p. 21     |
| Shift cohort system to a pyramid model (offering more entry-level classes or having larger class-sizes in year 1, or running and promoting the DESN course referenced in the chapter might create fuller and stronger upper-level cohorts and account for attrition  | External Review p. 7 |
| The program should have stronger national and international reputation especially given its students' and alumni's connections to the strong/thriving industry in Vancouver and the strength of the programs memberships   | External Review p. 6 |



***Fashion & Technology Program Review Quality Assurance Plan***

**GOAL 3:** Implement and build on existing experiential learning in enhanced work-integrated environments in order to maintain relevance to the local and global fashion industry.

**RATIONALE FOR THIS GOAL:** The Fashion and Technology program has a history for reputable engagement amongst students and industry. As students arrive wanting to work in an increasingly diverse range of roles, we need to expand how and what we teach, incorporate additional industry experts, expand relationships with relevant partners, and facilitate mentorship and experiential learning so that each student's passion drives their intrinsic motivation to succeed.

| Recommendation(s) this Goal Addresses  | Report (page number) |
|--|----------------------|
| Include industry members as course faculty in specific relevant courses  | Self-Study p. 58     |
| Shift the advisory committee membership to three-year terms to ensure there is regular turnover allowing for a variety of insight and perspective <ul style="list-style-type: none"><li>This shift will align with KPU Policy AC1 on Program Advisory Committees</li></ul> | Self-Study p. 21     |
| Recommend the department consider a stronger mentorship model with industry representatives and a stronger, more formalized focus on teaching students how to use specialized machinery  | External Review p. 9 |
| Seek to create partnerships with industry companies so that Gerber training might be supported.  | Self-Study p. 45     |
| Build on current practicum program by increasing work experience opportunities within the program through: <ul style="list-style-type: none"><li>(Paid) Internships with industry partners</li><li>Develop co-op placements through the Wilson School of Design</li></ul>  | Self-Study p. 45     |
| Industry hot topics could also be highlighted through talks by industry contacts/professionals   | External Review p. 6 |
| Increase formal advisory board meetings to 3 times a year and explore how to utilize advisory board more fully   | External Review p. 6 |



**Fashion & Technology Program Review Quality Assurance Plan**

**GOAL 4:** Incorporate additional infrastructure support for students to foster resilience, leadership, and engagement.

**RATIONALE FOR THIS GOAL:** The Fashion and Technology program faculty are committed to maintaining a healthy life-work balance for students. Resilience and leadership skills and abilities are all impacted by student mental health. Providing additional supports, such as alumni and peer mentorship, to those entering and continuing in the program will ensure they are successful in their educational goals.

| Recommendation(s) this Goal Addresses  | Report (page number) |
|--|----------------------|
| Introduce students to other career enhancing areas of study in the arts or in business at KPU  | External Review p. 7 |
| The self-study identified the need for clarity around how students were to be evaluated and we (External Review Committee) support this  | External Review p. 9 |
| Seek relevant, ongoing, and dedicated support from the KPU Office of Advancement for program awards and grants for student recruitment and support   | Self-Study p. 69     |
| Collaborative opportunities scheduled outside of regular department meetings to discuss due dates, integration of key current themes into courses, attain scholarships for skilled but impoverished students, or develop learning opportunities for students in a pandemic | External Review p. 9 |
| Develop a DESN course for secondary students transitioning to post-secondary education <ul style="list-style-type: none"><li>Similar to KPU 100, but with a focus in design</li></ul>  | Self-Study p. 45     |
| Advocate for more robust alumni engagement <ul style="list-style-type: none"><li>Develop supports for those pursuing entrepreneurship</li><li>Seek additional institutional supports for the Wilson School of Design alumni chapter</li></ul>                              | Self-Study p. 22     |



## **Fashion & Technology Program Review Quality Assurance Plan**

### **RECOMMENDATIONS THE QUALITY ASSURANCE PLAN DOES NOT ADDRESS**

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

| <b>Recommendations</b>   | <b>Report (page number)</b>                      | <b>Rationale</b>   |
|--|--|--|
| Develop a Wilson School of Design or Fashion and Technology formal peer-to-peer mentoring program for increased program support<br><br>Establish a formal peer to peer mentorship program within in program or WSD for additional student support  | Self-Study p. 63<br><br>Self-Study p. 57         | This is a Wilson School of Design initiative requiring support and ideally budget to implement. With the aim that this peer-to-peer mentoring program might be implemented long-term on a permanent basis across the Wilson School of Design conversations regarding implementation might take place at WSD Faculty Council.   |
| Explore options within the WSD to formally track why students might choose to leave programs   | Self-Study p. 22                                 | Students aren't always transparent in sharing information and data regarding why they might step out of the Fashion and Technology and other WSD programs. The KPU Office of Planning and Accountability might potentially be of support in obtaining this data and developing methods to track this information.  |
| Research feasibility of a Master of Design program   | Self-Study p. 45                                 | A Masters of Design would be situated within the WSD and require much research, investigations, planning and development. This initiative is currently being explored with the support of a faculty time release to better understand the feasibility. This work is beyond the scope of the Fashion and Technology Quality Assurance Plan.   |
| Increase lab access hours and support <ul style="list-style-type: none"><li>• Increase access and training to specialized machinery for students outside of class time</li><li>• Increase hours that are supported by (paid) peer mentors and/or lab technicians for open lab access</li></ul> Enhance the lab experience with greater hours and additional technician support | Self-Study p. 57<br><br><br><br>Self-Study p. 64 | While the increased lab access is very much needed, especially as we look to the return of being more fully on campus since the onset of the global pandemic, lab access hours are currently tied to the KPU Richmond campus hours, and support for the WSD labs and learning spaces are tied to WSD budget.<br><br>The request and need for additional lab hours, and further support was highlighted in the previous Fashion and Technology program review process and is beyond the scope of this Quality Assurance Plan. |
| Create a really successful online presence across platforms - revisioning where to place onus of keeping these accounts current might help with promotion  | External Review p. 6                             | Design program promotion within the WSD is currently managed through the WSD Deans office and with the faculty's communication coordinator. The development of this presence would need to be done in conjunction with the WSD Deans Office, and the KPU marketing team, and be dependent on available budget.   |
| Continue with the WSD Career Expo in either an in-person or virtual format to provide graduating students and alumni further career support  | Self-Study p. 63                                 | With the first WSD Career Expo taking place in Fall 2019, we had good momentum that was challenged with the onset of the global pandemic. To continue with this event, it would  |



*Fashion & Technology Program Review Quality Assurance Plan*

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|   |                       | ideally be managed within the WSD Deans Office with support from KPU Career Services. Fashion and Technology faculty, while able to support the event, won't be able to plan and implement the event in its entirety.                               |
| More support in career services (an employee with currency in Fashion, or annual career info sessions carefully prepared by a career services employee) or bare minimum, an online career services-driven digital resource (including current postings) attached to the department's webpage  | External Review p. 9  | These recommendations touch on KPU Career Services and having WSD and program specific student and alumni support. This recommendation and <i>the</i> budget required to implement is beyond the scope of what the program will be able to provide. |
| Address gap in students' awareness of career opportunities and what sort of employment might be available to them after graduation. KPU Career services full time FASN resource person or guide - there are many FASN employment opportunities in BC, "seems a disservice to students and puts an unfair onus on faculty to act as career advisors" | External Review p. 7  |   |
| Student counselling in need of more support with students saying counselling is overbooked, inaccessible when needed  | External Review p. 10 | With the KPU Counselling focus of this recommendation, the Fashion and Technology program <i>can't</i> address the additional student support called for. <i>Supports to provide added infrastructure will need to come from KPU.</i>               |
| Enhance student accessibility to counseling both in-person (when possible) and virtually. Request that counseling develop and share additional resources to support and manage student anxiety  | Self-Study p. 63      |   |





## *Fashion & Technology Program Review Quality Assurance Plan*

### **QUALITY ASSURANCE FIVE-YEAR ACTION PLAN**

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

**MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGINS:** **June 2022**

**STRATEGY 1:** Assess and revise the program curriculum and structure

- Evaluation and evolution of the current curriculum: review/refine/revise and update program content to ensure learners develop robust core competencies and that the program is responsive to the fashion industry.
- Embed a foundation of holistic awareness in program curriculum touching on ethics, moral dilemmas, and allowing for reaction to society and industry.

GOAL(S) THIS STRATEGY SUPPORTS:

GOAL 1: Address currency and instructional design of curriculum relevancy.

GOAL 2: Strengthen competitive advantage by increasing options, accessibility, and flexibility for students and applicants within the Fashion and Technology program.

GOAL 3: Garner support to allow for experiential learning in enhanced work-integrated environments in order to maintain relevance to the local and global fashion industry.

GOAL 4: Incorporate additional infrastructure support for students to foster resilience, leadership, and engagement.

| Step(s) Required to Achieve this Strategy  | To be Led by    | To Start on (M/YY) | To be Completed By (M/YY) | Notes   |
|--|-----------------|--------------------|---------------------------|---|
| Assess current program curriculum with teaching/learning resources for relevancy. Identify areas for updates and changes. <ul style="list-style-type: none"><li>• Request a conversation with KPU Teaching and Learning Team members to discuss curriculum mapping and learning outcomes, and program structure</li><li>• Consult with other WSD programs (DEPD and FIND may be best aligned) to identify potential areas for curriculum overlap</li></ul> | Chair & Faculty | 06/22              | 06/22                     | While initial consultations and conversations are planned for June 2022, it is planned that these conversations will be on going throughout process to ensure continuity and flow of program from all perspectives. |
| 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 throughout the self-study review report and external review report.  | Chair & Faculty | 06/22              | 11/22                     | Conversations will be on going throughout process to ensure continuity and flow of program from all perspectives.   |



## *Fashion & Technology Program Review Quality Assurance Plan*

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| <ul style="list-style-type: none"><li>Revise curriculum content to ensure professional readiness, and to address future trends and drivers for change such as sustainability, advancement in technology, and globalization</li><li>Explore and investigate ways to integrate UN Goals for Sustainable Development<ul style="list-style-type: none"><li>Reflect on how the goals might be integrated into the program curriculum updates</li><li>Consider how these goals might be used to support the implementation of program content focusing on designing and creating for plus size and gender fluid styles, include (environmental) sustainability initiatives, and Indigenous ways of learning</li><li>Plan to include these concepts, theory, and practical application through program curriculum, aims, and initiatives</li></ul></li><li>Review curriculum, <del>with a focus on scaffolding, integration</del> to support learners in gaining knowledge and meeting skill development aims</li><li><del>Work to better streamline projects and deliverables</del></li><li>Review curriculum in relation to Ministry skill development measures and targets, particularly related to writing and comprehension</li><li>Respond to the British Columbia K-12 curriculum transformation</li></ul> |                   |       |       | For reference the 17 UN Goals may be found here: <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a>  |
| Assess viability of program streams and learning avenues, and potentially seek collaboration with other WSD and KPU programs and faculties. <ul style="list-style-type: none"><li>Consult with appropriate key partners, including industry members</li><li>Engage in conversation with other WSD and KPU programs where there may be curriculum overlap</li></ul>   | Chair & Faculty   | 06/22 | 11/22 | Conversations will be on going throughout process to ensure continuity and flow of program from all perspectives.<br><br>Consultation with the Provost/VPA Office, Senate Office, KPU Teaching and Learning and other KPU individuals will be done at this time to ensure all is aligned with policies and has full approval. |
| Revise curriculum <del>and implement changes</del> based on assessment and findings.   | Chair & Faculty   | 09/22 | 01/23 | When planning for curriculum shifts and updates faculty will be mindful of KPU Policy AC14  |
| Present revised course outlines and D7 Program Change form, for discussion and approval at WSD Curriculum Committee  | Chair & Committee | 01/23 | 02/23 | Work with WSD curriculum committee to ensure the full program review package is ready for SSCC<br><br>WSD Curriculum to meet approx. February 15 <sup>th</sup> , 2022 for final WSD approval.   |

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**Commented [MP3]:** Bullet #3 should read: Strive to increase connections between projects across courses, and to identify and reduce learning/content redundancies.

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**Fashion & Technology Program Review Quality Assurance Plan**

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|  |  |       |       | Have FASN course outlines & D7 Program Change form brought to Jan/Feb WSD curriculum meetings for feedback and approval.  |
| Present course outlines for approval at SSCC   | Chair & SSCC                                 | 02/23 | 03/23 | Plan to work ahead of schedule should a section /document need revision to ensure all is in place for a Fall 2023 roll out.<br><br>Aim for the Mach 2023 SSCC meeting (approx. Wednesday March 8 <sup>th</sup> , 2023, with submission deadline approx. Wed. Feb 22 <sup>nd</sup> 2023) |
| Present for courses for approval at KPU Senate   | SSCC Chair                                   | 03/23 | 04/23 | Plan to work ahead of schedule should a section /document need revision to ensure all is in place for a Fall 2023 roll out.   |
| Communicate changes to key partners/audiences <ul style="list-style-type: none"> <li>Update KPU program website and marketing materials to reflect curriculum and any program changes for Fall 2023</li> <li>Communicate changes with current and continuing students so they know their way forward</li> <li>Share updates with program advisor committee and industry partners to ensure they are informed of updates</li> </ul> | Chair, WSD Deans Office, & Program Assistant | 04/23 | 06/23 | The FASN team will make sure the all-marketing material reflect updated information, and as the program changes roll out all departments from FSO to International is informed and updated as necessary along the process   |
| Implement revised program curriculum   | Chair & Faculty                              | 09/23 | 09/26 | Depending on the planned changes, the rollout of revised curriculum and program updates may be all at once, or year by year to best support continued learner success.  |
| Monitor course and program revisions to assess for effectiveness. Update and amend as needed.  | Chair & Faculty                              | 09/23 | 04/27 | Should updates all be rolled out at once, this assessment will be completed 04/24 with any updates taking effect 09/24. Should the updates be rolled out gradually this will be an ongoing process.   |

| Resource Implications (if applicable)                     |
|---|
| What are the resources required to achieve this Strategy? |



*Fashion & Technology Program Review Quality Assurance Plan*

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| <ul style="list-style-type: none"><li>• Faculty and staff time required for all initiatives</li><li>• WSD Deans’ office and administrative assistants as well as Educational Advisor</li><li>• Time for faculty to lead and coordinate curriculum and course outline revisions including Course Leaf training</li><li>• Consultation with KPU library WSD liaison</li><li>• Budget will be needed for offering learning streams within the program which will include offering additional courses and sections so that we might increase our student intake and meet industry demands</li></ul> |
| <b>When are these resources required?</b> <ul style="list-style-type: none"><li>• 06/22 to 06/23 as there will be key consulting needed to align both learning outcomes and assessments when planning for program updates</li></ul>   |
| <b>What Faculty and/or Institutional support is required?</b> <ul style="list-style-type: none"><li>• Close collaboration with the WSD Dean’s office and administrative support for program and course outline revisions through the Curriculum Committee process; this will include both the Faculty and Senate level committees</li><li>• Senate Office and Provost/VPA Office for Ministry related approvals if required</li><li>• On-going engagement from the Advisory Committee will be critical to maintain currency, relevancy and experiential learning opportunities</li></ul>        |



## *Fashion & Technology Program Review Quality Assurance Plan*

**STRATEGY 2:** Build on current opportunities for experiential practice in the program.

- Hands-on and real-life experiences may include guest speakers, field trip hosting, project partnerships, materials, and space.
- Plan for flexibility to adapt to industry changes as needed within the FASN program with support from KPU and WSD through nimble, minimal processes.

GOAL(S) THIS STRATEGY SUPPORTS:

GOAL 1: Address currency and instructional design of curriculum relevancy.

GOAL 3: Garner support to allow for experiential learning in enhanced work-integrated environments in order to maintain relevance to the local and global fashion industry.

| Step(s) Required to Achieve this Strategy   | To be Led by                      | To Start on (M/YY) | To be Completed By (M/YY) | Notes   |
|---|-----------------------------------|--------------------|---------------------------|---|
| Explore sourcing options to create a position for “External Liaison” <ul style="list-style-type: none"><li>• Some strong themes and specific ideas emerged in recommendations that support the need to enhance experiential learning. The program, and its students would greatly benefit from the development of an Industry Liaison position that would facilitate a strategic and targeted approach to connections as a way to further facilitate key industry projects and connections.</li></ul> | WSD Faculty Council               | 09/22              | 12/22                     | The development and resourcing of an Industry Liaison would facilitate a strategic and targeted approach to connections, partnerships, practicum, curriculum industry projects, and Co-op. With an external liaison in place, this will further support continued quality assurance plan implementation.                |
| Identify and establish a complement of new industry experiences, and connections including but not limited to field schools, and industry linked projects. <ul style="list-style-type: none"><li>• Given that opportunity for employment and collaboration are global, our program needs to be comparable to relevant and recognized design institutions on the international scale.</li></ul>  | Chair, Faculty & External Liaison | 09/22              | 01/27                     |   |
| Explore and potentially implement a Co-op program or enhanced work experience option for Fashion and Technology. <ul style="list-style-type: none"><li>• Industry and the advisory committee propose to build on the current 120-hour unpaid practicum format with a co-op opportunity or enhanced work experience option that include funding opportunities so that students might be paid for their time and work.</li></ul>  | Chair & Faculty                   | 09/22              | 09/23                     | This piece may also support the work being done on program curriculum and re-examining program structure.<br><br>Spring 2022 - Investigation is currently being done in the WSD on what implementing a co-op might look like for our cohort-based programs with final recommendations planned to be shared in May 2022. |

**Commented [MP4]:** To acknowledge the reviewers comment: Faculty in this program have a reputation of creating experiential learning opportunities through industry partnerships. Strong ties already do exist, but as partners are promoted, or move to other companies, new relationships have to be formed. The hours of detailed time to build relationships, create projects with consideration for both student learning outcomes and industry time constraints are no longer sustainable. This was included to address a very real concern that without support, there will be lost opportunities for ongoing and valuable experiential learning.



*Fashion & Technology Program Review Quality Assurance Plan*

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|---|-----------------|-------|-------|--|
| <p>Establish a program/WSD department/faculty committee that will work to:</p> <ul style="list-style-type: none"><li>○ Explore ways of working with other academic units (in a variety of capacities) to expand on cross-discipline opportunities</li><li>○ Further evaluate opportunities for community service/learning and work with our program advisory committee to define how community service/learning opportunities can be best structured to maximize both service learning and leadership skills development for our students</li><li>○ Look for meaningful ways to build collaborative partnership with Indigenous communities and to expand Indigenous participation in the program</li><li>○ Work with research centers and community organizations to link student projects and research projects with various community needs</li><li>○ Seek opportunities for financial support for research and teaching activities conducted in the faculty</li></ul> | Chair & Faculty | 09/22 | 04/27 | <p>With the evolving nature of the fashion industry, we see the work of this committee as continuing and on-going over an extended period.</p>   |
| <p>Collaborate with industry partners for gaining enhanced technology skills and knowledge.</p> <ul style="list-style-type: none"><li>• Establish partnerships for students to work with industry partners to learn and build on their skill development regarding technology and tools</li><li>• Offer opportunities for industry partners to build and develop their skills, knowledge, and ability through the WSD potentially through CPS, micro credential options, workshops, etc.</li><li>• Foster further faculty learning and PD opportunities</li></ul>   | Chair & Faculty | 09/22 | 04/27 | <p>Our industry partners have very specialized expertise. Innovative tools, equipment, processes, and expertise could be aligned using industry mentors to support students in new methods and techniques. This can make us nimbler and avoid the lead time to adjust curriculum or approval processes. Gerber, Clo3D, other company specific technologies might be available during non-work hours and faculty/ students could engage, tour, learn in industry settings.</p> <p>With the evolving nature of the fashion industry, we see the work of this committee as continuing and on-going over an extended period of time.</p> |

**Commented [MP5]:** To acknowledge the reviewers comment: There were no specific goals outlined in the writing of this strategy. If such a committee existed, there could be opportunities to inform students of course options specific to individual needs/interests A committee could inform faculty of possibilities, both within the WSD and across the institution, to promote breadth in any design discipline.

**Commented [MP6R5]:**



**Fashion & Technology Program Review Quality Assurance Plan**

| Resource Implications (if applicable)   |
|---|
| <b>What are the resources required to achieve this Strategy?</b> <ul style="list-style-type: none"><li>• Faculty and staff time required for all initiatives</li><li>• WSD Deans’ office and administrative assistants.</li><li>• Budget must be available for conferences, industry events and local exhibitions and all students should be encouraged to attend, entrance fees be covered, subsidized or volunteer positions facilitated for equitable access.</li><li>• Funding will also be needed to support the industry liaison role</li></ul> |
| <b>When are these resources required?</b> <ul style="list-style-type: none"><li>• Fall 2022</li></ul>   |
| <b>What Faculty and/or Institutional support is required?</b> <ul style="list-style-type: none"><li>• Faculty accountable and/or professional development time</li><li>• Time releases for faculty and industry liaison to support ongoing work</li><li>• Continued collaboration and coordination with WSD committees, the KPU community, and industry partners</li></ul>  |



## *Fashion & Technology Program Review Quality Assurance Plan*

**STRATEGY 3:** Enhance student learning supports.

- Student learning supports may be course, program, or Wilson School of Design specific

GOAL(S) THIS STRATEGY SUPPORTS:

GOAL 2: Strengthen competitive advantage by increasing options, accessibility, and flexibility for students and applicants within the Fashion and Technology program.

GOAL 3: Garner support to allow for experiential learning in enhanced work-integrated environments in order to maintain relevance to the local and global fashion industry.

GOAL 4: Incorporate additional infrastructure support for students to foster resilience, leadership, and engagement.

| Step(s) Required to Achieve this Strategy  | To be Led by                      | To Start on (M/YY) | To be Completed By (M/YY) | Notes   |
|--|-----------------------------------|--------------------|---------------------------|---|
| Investigate program model for greater flexibility to support students <ul style="list-style-type: none"><li>• Reassessing all co-requisites and pre-requisites</li><li>• Considering the timetabling of courses each semester</li><li>• Identifying routes through the program for those seeking to take a reduced course load for a semester or more</li></ul>  | Chair & Faculty                   | 09/22              | 06/23                     | These conversations will also take place in conjunction with conversations regarding program curriculum.  |
| Develop and offer an enhanced orientation to the FASN program for advanced entry students <ul style="list-style-type: none"><li>• Orientation to focus on supporting skill development in design thinking and critical thinking/analysis</li><li>• Address learning gaps for advanced entry students to help with the transition to the WSD</li><li>• Investigate the format for this orientation. This might be formatted as a micro credential, workshop, or training to earn a badge for successful completion.</li></ul> | Chair & Faculty                   | 05/22              | 09/27                     | This enhanced orientation may initially be planned for and take place to support incoming advanced entry students for the Fall 2022 semester, however it is anticipated that this orientation support piece will be continually built on over the coming years. |
| Create and implement a post-secondary design education transition course for incoming first year students <ul style="list-style-type: none"><li>• This intro to university course may be required for students to complete before the start of their program</li><li>• Collaborate with the KPU Learning Centre to examine existing offerings to determine what may need to be added to support WSD design students</li></ul>  | Faculty, WSD, KPU Learning Centre | 01/23              | 09/27                     | It is hoped that this course might be piloted for our Fall 2023 intake, and continually evolve as feedback is gained.   |
| Formalize an alumni mentorship program for students <ul style="list-style-type: none"><li>• Identify a structure and areas for formalize alumni connections</li><li>• Connect and collaborate with the WSD Alumni Chapter</li></ul>  | Chair, Faculty & WSD              | 09/22              | 05/23                     | Depending on the structure identified for this mentorship program there may be opportunities to collaborate or implement a  |

**Commented [MP7]:** The reviewer comment regarding this line item is unclear. Is there a concern that this opportunity already exists elsewhere in the institution, and any development for a course such as this would be redundant?





### *Fashion & Technology Program Review Quality Assurance Plan*

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| <ul style="list-style-type: none"><li>Implement a mentorship program for FASN students</li></ul>  |  |       |       | similar structure to support other WSD programs as well.   |
| Increase access to labs, and lab technician and training support <ul style="list-style-type: none"><li>Investigate what is needed to offer additional lab access, and determine how additional access may be offered</li><li>Collaborate with the WSD lab coordinator to identify lab training needs not yet met and determine a plan to create and implement training</li></ul>  | WSD Lab Coordinator, WSD Deans Office, KPU | 09/22 | 08/27 | As there are other programs in the WSD also seeking increased access to labs, and additional lab technician and training supports we plan to collaborate and coordinate with these other programs. |
| Build upon KPU institutional support in collaboration with the Learning Centre and Teaching and Learning Commons to create and develop additional learning resources <ul style="list-style-type: none"><li>Prioritize offering masterclasses (taught by industry members) to enhance learning opportunities, and as a revenue stream connection</li><li>Development OER Resources including but not limited to pattern drafting and careers in the fashion industry</li><li>Build upon CPS design offerings and develop a 12-month calendar of course offerings</li><li>Identify areas, skills and concepts which might be developed into micro-credentials</li></ul> | Chair, Faculty, WSD & KPU Learning Centre  | 09/22 | 08/27 | With the nature of this step, work will be ongoing over a period of time.  |
| Formalize the implementation of learning supports for design studies (digital skills, production skills etc.) <ul style="list-style-type: none"><li>Promote KPU learning centre peer tutor positions to WSD and FASN students</li><li>Continue to encourage FASN students to apply to be a WSD peer mentor</li></ul>  | Faculty, WSD & KPU Learning Centre         | 09/22 | 04/23 | The WSD Peer Mentorship program will require ongoing institutional funding and will ideally build on the success of this program being implemented in Spring 2022.                                 |

| Resource Implications (if applicable)  |
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| What are the resources required to achieve this Strategy? <ul style="list-style-type: none"><li>Time and budget will be needed for planning, development, implementation, and teaching<ul style="list-style-type: none"><li>Budget needed for:<ul style="list-style-type: none"><li>Increasing lab technician support</li><li>Developing and implementing machinery and lab training</li><li>Supporting the development, planning, implementation, and promotion of a 12-month CPS calendar of course and masterclasses</li><li>Development of OER resources</li><li>Continuation of current WSD Peer Mentor program</li></ul></li></ul></li></ul> |
| When are these resources required?   |



*Fashion & Technology Program Review Quality Assurance Plan*

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| <ul style="list-style-type: none"><li>Fall 2022</li></ul>  |
| <p>What Faculty and/or Institutional support is required?</p> <ul style="list-style-type: none"><li>Faculty accountable/professional development time</li><li>Time releases for faculty and industry liaison to support ongoing work</li><li>Continued collaboration and coordination with WSD dean’s office, the KPU learning centre and KPU Learning Commons</li></ul> |



*Fashion & Technology Program Review Quality Assurance Plan*

**STRATEGY 4:** Build upon student recruitment and program recognition and awareness efforts

- GOAL(S) THIS STRATEGY SUPPORTS:
- GOAL 2: Strengthen competitive advantage by increasing options, accessibility, and flexibility for students and applicants within the Fashion and Technology program.
  - GOAL 3: Garner support to allow for experiential learning in enhanced work-integrated environments in order to maintain relevance to the local and global fashion industry.
  - GOAL 4: Incorporate additional infrastructure support for students to foster resilience, leadership, and engagement.

| Step(s) Required to Achieve this Strategy   | To be Led by    | To Start on (M/YY) | To be Completed By (M/YY) | Notes  |
|---|-----------------|--------------------|---------------------------|--|
| <p>Plan for on-going events and opportunities to network with other alumni, industry, and current students</p> <ul style="list-style-type: none"><li>Investigate and identify key program events for possible implementation<ul style="list-style-type: none"><li>Consider how the fashion show, an event we are known for, might transform post-pandemic; consider other sources of funding to support this event</li></ul></li><li>Plan and implement these events to include program key partners</li><li>Collaborate with FASN alumni for participation in an event</li></ul> | Chair & Faculty | 10/22              | 12/23                     | <p>With the onset of the global pandemic the way that we engaged with key partners and celebrated graduating students has shifted. Now that pandemic restrictions are being reduced/removed, we feel that we are in a better place to plan for program events moving forward.</p> <p>Previous to the onset of the global pandemic in March 2020, we offered an annual fashion show event which was very well attended by industry, secondary school students and teachers, and other community members. This fashion show was a celebration of our graduating students, and an ideal marketing opportunity. Despite not being able to hold this event for the past two years we continue to hear from applicants that attending this event inspired them to apply to the program.</p> <p>Prior to the pandemic the faculty team engaged in surface level conversations about</p> |



## *Fashion & Technology Program Review Quality Assurance Plan*

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|   |                           |       |          | how this event might shift into the future due to resourcing and budgetary constraints.  |
| Build on community and recruitment links/initiatives - community outreach <ul style="list-style-type: none"> <li>• Develop and plan for CPS and micro credential offerings</li> <li>• Explore opportunities for offering high school workshops, and guest speaking sessions with FASN students and faculty</li> <li>• Continue to support WSD students in the creation of the WSD Colouring Book (Fall 2022 will see edition 3 of this book)</li> </ul>   | Chair, Faculty & WSD      | 05/22 | On-going | Many of the pieces of these steps we are already working on, however we see great opportunity in increasing our efforts.<br><br>We envision this step as something that will continue to be built on over the coming years.  |
| Develop a Fashion (and Design) Careers OER touching on job titles, tasks/duties, skills and knowledge and salary ranges <ul style="list-style-type: none"> <li>• This OER could be used by our current WSD and FASN students to gain a better understanding of the industry and to be used as a starting point for researching perspective careers</li> <li>• OER may also be used by secondary school partners to aid in meeting learning outcomes for Applied Design Skills and Technology courses, and guidance counsellors for their personal knowledge and to share with students to add to their understanding</li> <li>• Resource may be used to address questions and misunderstandings about the potential for careers in the (fashion) design industry</li> </ul> | Chair & Faculty           | 01/23 | 08/24    | KPU Teaching and Learning commons funding may be applied through a grant application submission.   |
| Investigate additional pathways into the programs for secondary school students <ul style="list-style-type: none"> <li>• Determine and implement a dual credit path through the FASN program</li> <li>• Promote the pathway to secondary school partners</li> </ul>   | Chair, Faculty, WSD & KPU | 01/23 | 04/24    | The aim is that the implementation of this dual credit option will coincide with the implementation of updated program curriculum in Fall 2023.<br><br>Becoming part of the Youth Training in Trades program is continuing to be investigated. We currently need industry partners to support this initiative by sharing data and information with the organization. |
| Develop teaching/learning activity package(s) that might be implemented into secondary school textile/clothing/fashion classrooms <ul style="list-style-type: none"> <li>• Work with secondary school instructors to identify areas of learning to focus on</li> <li>• Packages may include teaching tools and supports for implementation, and student learning resources</li> </ul>   | Faculty                   | 01/23 | 04/24    | Secondary School teachers are some of our biggest supporters and promoters. If we were to have teaching/learning activity packages to easily distribute to teachers in BC and other  |



*Fashion & Technology Program Review Quality Assurance Plan*

|  |                    |       |       |   |
|--|--------------------|-------|-------|---|
|  |                    |       |       | provinces this will also help enhance program and WSD promotional activities.                         |
| Continue to attend and present at the annual THESA (Teachers of Home Economics Specialty Association) Conference to support and connect with home economics teachers <ul style="list-style-type: none"><li>Inquire to set up a WSD table at the event to promote programs and have FASN faculty connect with attendees</li><li>Plan and lead a workshop at this annual event</li></ul> | Faculty            | 10/22 | 10/23 | Looking to the future we may investigate the potential of the WSD hosting this event onsite one year. |
| Increase cross Canada and international program and Wilson School of Design promotion in collaboration with FSO and KPU marketing <ul style="list-style-type: none"><li>Explore ways to connect with FASN/WSD alumni to promote program</li></ul>  | FSO, KPU Marketing | 09/22 | 12/23 |   |

| Resource Implications (if applicable)  |
|--|
| What are the resources required to achieve this Strategy? <ul style="list-style-type: none"><li>Time and budget will be needed for planning, development, and implementation<ul style="list-style-type: none"><li>Budget needed for:<ul style="list-style-type: none"><li>Program year end event that is used as a marketing opportunity for KPU, WSD, and the FASN program, a way to connect with industry partners, and celebrate graduating students</li><li>Supporting the development, planning, implementation, and promotion of a 12-month CPS calendar of course and masterclasses</li><li>Development and offering of high school workshops to support recruitment efforts</li><li>WSD student efforts in developing the WSD colouring book, the resulting project is shared with incoming and continuing WSD students, and 1000+ copies are shared with high school classrooms to promote WSD programs</li><li>Development of Fashion (and Design) Careers OER</li><li>Creation of teaching and learning packages shared with high schools for WSD promotion</li><li>Continued attendance and representation at annual THESA conference</li><li>Cross Canada and international WSD and FASN program marketing through social media, participation and sponsorship of events and conferences, faculty attendance at national and international conferences and fashion education focused events, and utilization of WSD alumni for program promotion.</li><li>Continuation of the WSD Peer Mentor program</li></ul></li></ul></li></ul> |
| When are these resources required?   |



*Fashion & Technology Program Review Quality Assurance Plan*

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| <ul style="list-style-type: none"><li>Fall 2022</li></ul>  |
| What Faculty and/or Institutional support is required? <ul style="list-style-type: none"><li>FSO and KPU Marketing supports, collaboration, and consultation</li></ul> |

PLAN SUPPORTED BY:

\_\_\_\_\_

Provost’s Name

\_\_\_\_\_

Dean’s Name

\_\_\_\_\_

Provost’s Signature

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Dean’s Signature

Date

Date

## SENATE STANDING COMMITTEE ON PROGRAM REVIEW

**Agenda Item:** 5.4

**Meeting Date:** May 18, 2022

**Presenter:** Colin Ruloff, Wade Deisman, Greg Millard

**Agenda Item**                      **Philosophy First Annual Follow-Up Report**

| Action Requested | Motion |
|------------------|--------|
|------------------|--------|

|                               |   |
|-------------------------------|---|
| <b>Recommended Resolution</b> | THAT the Senate Standing Committee on Program Review accept the Philosophy First Annual Follow-Up Report as attached. |
|-------------------------------|---|

**Senate Standing Committee Report**                      For Senate Office Use Only

**Attachments**                      Philosophy First Annual Follow-Up Report

**Submitted by**                      *Melike Kinik-Dicleli, Manager of Quality Assurance*

**Date submitted**                      *May 3, 2022*



Philosophy First Annual Follow-Up Report

Date Self-Study Report approved by SSCPR: April 24, 2019

Date of External Review Site Visit: July 4, 2019

Date Quality Assurance Plan approved by SSCPR: Apr 21, 2021

Date First Annual Follow-Up Report submitted: May 3, 2022

First Progress Report

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

STRATEGY 1: The department is developing strategies for increasing the currency of the program for KPU students as well as fostering greater connectivity with other KPU programs and the wider KPU community. To achieve this goal, we are encouraging greater enrollment in upper-year philosophy courses, broadening the scope of the upper-year courses offered, with the attention of attracting a greater number of students to our major or minor program.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 1: Program Currency, Connectivity, and Quality of Curriculum Design:**

| 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   |
|---|-----------------------|-----------------|--------------------|---|
| 1.1.i) We are modifying some of the titles of our 1000-level courses, as well as some of our upper-year courses, to provide students with a better sense of the content of the course.  | Mazen, Mark, and Liam | Sep 2021        | Sep 2022           | <b>Complete.</b> Department members were consulted and voted on changes. Mazen Guirguis presided over the process.  |
| 1.1.ii) We are presently articulating a new 1st-year course in <b>Philosophy of Technology through Film</b>   | Marc                  | Sep 2021        | Sep 2022           | <b>Complete.</b> Marc Champagne has developed <i>Thinking Philosophically about Technology by Watching Films</i> (Phil 1201).   |
| 1.1.iii) To further broaden the scope of upper-year course offerings, we are developing and articulating an outline for a <b>Philosophy of Science</b> course. As conspiracy theories swirl during the worst pandemic in a century, the critical thinking and science literacy that a philosophy of science course provides is an invaluable resource for | Brian, Melinda, Colin | Sep 2021        | Sep 2022           | <b>In progress.</b> The advisory team has developed the basic course description for <i>The Philosophy of Science</i> . The course description, however, still needs to be transferred onto the official course outline template. |



## Philosophy First Annual Follow-Up Report

|  |                               |          |          |  |
|--|-------------------------------|----------|----------|--|
| KPU students. It also has the potential to open lines of connectivity with the Faculty of Science (which also goes to <b>GOAL 2</b> ).   |                               |          |          |  |
| 1.1.iv) We are developing <b>several Special Topics Courses</b> over the next five years designed to raise the profile of the department. The remarkable diversity of talent among faculty suggests a wide range of curriculum opportunities, including: <b>Justice and Oppression, The Ethics of AI, and Philosophy of Education</b> . Such courses have the potential to facilitate <b>GOAL 2</b> .  | Mark, Christina, and Michaela | Sep 2021 | Sep 2022 | <p><b>In progress.</b></p> <ul style="list-style-type: none"> <li>- Christina Behme has developed a syllabus for the course <i>Sustainability and Ethics</i>.</li> <li>- Marc Champagne has developed/or is in the process of developing a <i>Philosophy of Technology</i> (Phil 1201) course.</li> <li>- Puqun Li has developed a course (Phil 1202) entitled <i>Pillars in Chinese Philosophy: Zen, Theory and Practice</i>. This course has been approved by ASCC in February 2022.</li> <li>- Discussion is underway regarding the possibility of developing a course (at either the 2<sup>nd</sup> or 4<sup>th</sup> year) tentatively entitled: <i>Philosophy and Civil Liberties</i>. This course would cover, among other things, the ethical issues surrounding free speech, healthcare and safety mandates, surveillance, and targeted advertising.</li> </ul> |
| 1.2.i) We are developing and articulating a course outline for a third-year <b>Philosophy of Law</b> course to be <b>cross-listed</b> with <b>CRIM 3351</b> . As is evidenced by the fact that philosophy majors do better on the LSAT than any other major, Philosophy of Law – in conjunction with courses in Critical Thinking and Ethics – provides an ideal area of study for students aspiring to attend law school. (Meeting this GOAL will also contribute positively to achieving GOAL 2) | Doran, Patrick, and Colin     | Sep 2021 | Sep 2023 | <b>In progress:</b> The Criminology Chair has been contacted. The advisory team has asked for opportunities to collaborate. Response from criminology is pending.  |
| 1.2.ii) We will seek to <b>cross-list</b> some of our upper-year courses with comparable courses from other departments (which also goes to <b>GOAL 2</b> ).   | Mazen and Melinda             | Sep 2021 | Sep 2023 | <b>In progress.</b> The advisory team will meet in Fall 2022 or Spring 2023 to discuss this item further.  |
| 1.2.iii) We are broadening our course offerings in Asian philosophy with two new courses: <b>Introduction to Zen</b> and <b>The Art of War</b> .   | Puqun and Mark                | Sep 2021 | Sep 2023 | <b>Complete:</b>   |

## Philosophy First Annual Follow-Up Report

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| Such courses have the potential to facilitate <b>GOAL 2</b> .  |   |          |          | <ul style="list-style-type: none"> <li>- Puqun's course <i>Introduction to Zen</i>, is now named <i>Pillars in Chinese Philosophy: Zen, Theory and Practice</i> (Phil 1202). This course has been approved by ASCC in February 2022.</li> <li>- The proposed course <i>The Art of War</i> has been shelved, most likely replaced by <i>Pillars in Chinese Philosophy</i>.</li> </ul> |
| 1.2.iv) We will investigate decreasing the 2000 level course requirements for 3000 level courses in order to increase enrolment in our upper-year courses. However, such changes would have to ensure that there is no decrease in the learning standards required for 3000 level courses.   | Wayne and Mazen                         | Sep 2021 | Sep 2023 | <b>In progress.</b> The advisory team will meet in Fall 2022 or Spring 2023 to discuss this item further   |
| 1.3.i) We propose developing a course on <b>Indigenous Philosophy</b> ; for example, such a course could examine the ethical and metaphysical insights gleaned from Indigenous stories and legends. Or, in keeping with the focus on philosophy of law, such a course could examine the philosophy of restorative justice, reconciliation, and so on. A course of this nature would also allow the department to make meaningful connections with local indigenous groups, including the Kwantlen First Nation (which also goes to <b>GOAL 2</b> ) | Puqun, Liam, and Christina              | Sep 2022 | Sep 2025 | <b>In progress:</b> There is ongoing discussion among the advisory team regarding what the definition and scope of Indigenous Philosophy would be. These concerns are to be addressed as an agenda item in a future department meeting.  |
| 1.3.ii) The department will introduce an <b>Applied Ethics Minor</b> to attract further students from other programs into upper-level courses. The relevance and importance of sound ethical reasoning is now well understood and appreciated across many employment professions. For those students seeking – or thinking about seeking – a minor in philosophy, an Applied Ethics Minor could serve to enhance their discipline or career major. Given that this is an applied ethics minor, it also goes to <b>GOAL 2</b> .                     | Doran, Patrick, Michaela, and Wayne     | Sep 2022 | Sep 2025 | <b>N/A.</b> It was determined by the advisory team that there is not sufficient interest among students to introduce an Applied Ethics Minor. The main concern is that it is unlikely that the department would be able to fill upper division applied ethics classes.   |
| 1.4.i) With (1.2.i – Philosophy of Law) and (1.4.i – Joint Major with Business) in hand, we will look into the viability of a Joint Business, Law & Philosophy degree with the School of Business, along with the development of joint certificates, minors, and majors with other departments. The potential for greater connectivity and experiential learning such a degree could provide also goes to GOAL 2.  | Mazen, Patrick, Michaela, and Christina | Sep 2024 | Sep 2026 | <b>In progress.</b> There is already a <i>Philosophy of Law</i> course (Crim 3351). It was determined by the advisory team that a joint Phil/Busi degree is not a good fit. Other joint degree options are being considered.   |

## Philosophy First Annual Follow-Up Report

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|---|-------------------------------|----------|----------|--|
| 1.4.ii) With (1.2.i – <b>Philosophy of Law</b> ) and (1.4.i – <b>Joint Major with Business</b> ) in hand, we will look into the viability of a <b>Joint Business, Law &amp; Philosophy degree</b> with the School of Business, along with the development of joint certificates, minors, and majors with other departments. The potential for greater connectivity and experiential learning such a degree could provide also goes to <b>GOAL 2</b> .                         | Brian, Marc, Doran, and Colin | Sep 2024 | Sep 2026 | <b>In progress:</b> There is already a <i>Philosophy of Law course</i> (Crim 3351). It was determined by the advisory team that a joint Phil/Busi degree is not a good fit. Other joint degree options are being considered. |
| 1.4.iii) <b>Supporting Upper-Division Curriculum:</b> Currently, our department offers no more than two to three upper-division courses per semester, because enrolment tends to be low as compared to our lower-division and service courses. As far as we are aware, there is no program in place for supporting new courses until they've had a chance to take root. It is recommended that such a program be devised in consultation with the office of the Dean of Arts. | Wayne and Melinda             | Sep 2024 | Sep 2026 | <b>In progress:</b> Planning in this area is awaiting the time when things normalize post-pandemic.  |

## Philosophy First Annual Follow-Up Report

STRATEGY 2: We recommend that the department attempt to incorporate some changes to in-class instructional design, so as to better address the group collaboration aspect of experiential learning; as well, the department recommends increasing links between the department and other disciplines at KPU and with the greater community.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 2: Quality of Instructional Design:**

| 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  |
|--|----------------------|-----------------|--------------------|--|
| 2.1.i) At least 8 of the recommendations for meeting GOAL 1 also contribute positively to meeting <b>GOAL 2</b> , especially with respect to interdepartmental and community connectivity.   |                      |                 |                    |  |
| <p>2.1.ii) For both our <b>Philosophy of Religion</b> and <b>Asian Philosophy</b> courses, we intend to add greater <b>experiential learning</b> and expand <b>interdepartmental</b> and <b>community connectivity</b> by incorporating the following methods:</p> <p>a) Arrange students to visit local sacred sites (temples, churches, mosques, particularly in Richmond’s famous Highway to Heaven, i.e., No.5 Road) and talk with and learn from religious and spiritual practitioners. Students may have the opportunity to understand (or even try) rituals and practices (for example, Zen meditation). They may see the connections and differences between the doctrines of a religion or culture and their implementations.</p> <p>b) Invite local religious and spiritual leaders to give guest lectures or to organize discussions. Students may be able to see how what they learn about a religion or culture in classroom setting is taught more empirically and practically by a corresponding religious or spiritual leader. (For example, how would a pastor explain to his church people about the “Problem of Evil” without much theoretical argumentation?)</p> <p>c) In coordination with the <b>Future Students Office</b>, we will seek connections with <b>local secondary schools</b> in order to promote philosophy at KPU. This could include possible guest lectures by members of the department with the aim of introducing grade 12 students to the nature and value of philosophy through the consideration of philosophical topics and puzzles (e.g., topics like the trolley problem or the inverted spectrum hypothesis).</p> | Puqun, Mark and Marc | Sep 2021        | Sep 2023           | <p><b>In progress.</b></p> <ul style="list-style-type: none"> <li>- Puqun Li is planning to implement items (a) and (b) in his teaching of Phil 2120 (<i>Phil. Of Religion</i>) and Phil 2115 (<i>Asian Philosophy</i>).</li> <li>- The advisory team is confident that community institutions and their leaders will be supportive of (a) and (b).</li> <li>- For (c), proper leg-work is still required.</li> <li>- Efforts are underway to make the delivery of the subject matter experiential.</li> </ul> |

## Philosophy First Annual Follow-Up Report

|  |                                      |                 |                 |   |
|--|--------------------------------------|-----------------|-----------------|---|
| <p>2.1.iii) Promoting <b>Flexible Delivery</b>, maximizing effective use of <b>Digital Platforms</b>, and organizing <b>Philosophy Student Events</b>.</p> <ul style="list-style-type: none"> <li>The pandemic has forced every member of the philosophy department to think seriously about the most effective ways to <b>deliver course materials online</b>. As we begin to return to the classroom, we remain mindful that some students and faculty wish to retain some of the flexibility that remote learning provides. To this end we will continue to offer <b>remote</b> and <b>mixed delivery</b> courses. Indeed, while some instructors wish to return to the classroom as soon as possible, others are happy to continue remote delivery while still others are considering mixed delivery.</li> <li>The department will encourage the development of a student <b>Philosophy Club</b>, and will promote <b>Philosophy Student Events</b> with a greater and more effective use of <b>Digital Platforms</b>. Not only will such events and connectivity enhance students' experience at KPU, they will promote a sense of a philosophy community at KPU. This sense of community will, we believe, encourage more students to major or minor in philosophy. Of course, achieving this greater sense of community for students interested in philosophy will be greatly enhanced by a central element of <b>GOAL 3: a philosophy common space</b> for informal learning and social interaction, as well as centralized department spaces, as are found at most other institutions.</li> </ul> | <p>Marc, Liam, Colin and Patrick</p> | <p>Sep 2021</p> | <p>Sep 2023</p> | <p><b>In progress.</b></p> <ul style="list-style-type: none"> <li>The advisory team will meet in Fall 2022 or Spring 2023 to discuss this item further.</li> <li>Marc Champagne has already started a pilot online project called the <i>Reason Mapping Team</i>, which centres on student involvement.</li> <li>Efforts are underway to bring back the Student Philosophy Club.</li> </ul> |
| <p>2.2.i) We are augmenting the existing <b>Departmental Speaker Series</b>: In the spirit of increasing our community outreach, it has been proposed that we make some effort to include in our departmental colloquia qualified presenters who can speak directly of real-world ethical challenges they face in business and health care. We believe that this suggestion has merit and we intend to consider it fully.</p>  | <p>Liam, Brian, Puqun, and Doran</p> | <p>Sep 2021</p> | <p>Sep 2026</p> | <p><b>In progress.</b> The advisory team has investigated this and prefer to focus on philosophers doing cutting edge research; and to increase the diversity of philosophers in our speaker's series.</p>  |

## Philosophy First Annual Follow-Up Report

|   |                                 |          |          |   |
|---|---------------------------------|----------|----------|---|
| 2.2.ii) <b>Program Advisory Committee.</b> Unlike many other disciplines and programs, philosophy does not train students for specific occupations. In this respect, philosophy is more like math than engineering. Mindful of this, we will investigate how Philosophy can best utilize such an advisory committee by consulting industry standards and looking closely at how other philosophy departments, in the lower mainland and beyond, have done so.   | Wayne,<br>Melinda, and<br>Mazen | Sep 2021 | Sep 2026 | <b>In progress.</b> The advisory team will meet in Fall 2022 or Spring 2023 to discuss this item further. |
| 2.2.iii) Importantly, a number of the suggestions under <b>GOAL 1</b> lend themselves to the <b>ARTS 4800 Practicum</b> . For example: an aspiring law student who is majoring or minoring in philosophy could, perhaps after completing our third-year course in <b>Philosophy of Law</b> , shadow a lawyer, or attend local trials, the Human Rights Tribunal, labour arbitration, and so on; a nursing student who is doing an <b>Applied Ethics Minor</b> might do a practicum in an emergency room or an oncology ward where ethical reasoning is routinely employed; a student working on a <b>Joint Major with Business</b> might do a practicum working with a corporate ombudsman; a student pursuing a <b>Joint Business, Law &amp; Philosophy</b> degree could work with an NGO or an NPO. | Liam and<br>Marc                | Sep 2023 | Sep 2026 | <b>In progress.</b> The advisory team will meet in Fall 2022 or Spring 2023 to discuss this item further. |

## Philosophy First Annual Follow-Up Report

STRATEGY 3: The Philosophy department should continue to lobby for a **common room**, and other **resources required** for the normal functions of an Arts department to better encourage and foster a **sense of community** and belonging.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 3: Quality of Services, Resources and Facilities:**

| Step(s) Required to Achieve this Strategy   | Led by                      | Start on (M/YY) | Complete by (M/YY) | Progress to Date/Reasons for Lack of Progress   |
|---|-----------------------------|-----------------|--------------------|---|
| <p>3.1.i) <b>Marketing</b> Philosophy:</p> <p>a) We are producing a <b>video</b> for students showcasing the value of philosophy and highlighting how it is different from other university disciplines.</p> <p>b) We intend to work with Academic Advising to ensure Philosophy is included on the <b>web page</b> showcasing <b>KPU Pathways</b> and to make information about its <b>honours program</b> more accessible to students. One way to do so is advertise upcoming upper-division courses so that students can plan their schedules in advance.</p> <p>c) We are considering <b>advertising</b> in KPU's own student newspaper, The Runner, to draw new students' attention to what Philosophy has to offer. (a), (b), and (c) also go to <b>GOAL 1</b> and <b>GOAL 2</b>.</p> | Marc, Michaela, and Melinda | Sep 2021        | Sep 2023           | <p><b>In progress.</b></p> <ul style="list-style-type: none"> <li>- Regarding (a), Marc Champagne has already produced a short YouTube video promoting philosophy.</li> <li>- Items (b) and (c) have yet to be addressed by the advisory team.</li> </ul> |
| <p>3.2.i) The onsite visit by the External Reviewers revealed a lack of common space that is neither consistent with industry standards nor conducive to fostering a sense of community. More generally, the Philosophy Department would greatly benefit from a discernible presence at KPU: a departmental office, private office spaces for faculty, and a <b>departmental lounge</b> or <b>meeting room</b> in which we can schedule regular colloquia and conduct our ongoing business.</p>   | Brian and Wayne             | Sep 2021        | Sep 2026           | <p><b>Status unknown.</b> The advisory team (along with the department as a whole) judges that there is a pressing need for common space.</p>   |

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| <p>Other medium and long-term issues which would benefit the department but which lies largely in the hands of the administration:</p> <p>i. The department is reconsidering how philosophy enrolment is handled: Students tend to discover philosophy after they have arrived at KPU. Consequently, they tend to take philosophy courses only when they have space in their schedule to experiment, and this is relevant to how enrolment in philosophy (especially at the upper-division) should be handled. The recommendation is to consider each upper-division course that is offered in light of forward-looking factors, including, but not limited to, serving students whose goal is to complete a philosophy credential.</p> <p>ii. <b>PD Support and faculty currency:</b> Almost every member of our faculty is engaged in a research project. As a relatively new university, it is imperative that KPU support and encourage research, particularly for disciplines such as philosophy for which teaching, learning and research are so intimately tied. We look forward to the university rewarding those who do research with paid time to develop new projects at a level that goes beyond the currently limited opportunities.</p> | Liam and Colin | Sep 2023 | Sep 2026 | <p><b>In progress.</b> The advisory team will meet in Fall 2022 or Spring 2023 to discuss this item further.</p> |
|---|----------------|----------|----------|--|



PROGRAM UNDER REVIEW:      Philosophy

**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:** The report is clear and concise. The items all have completion dates, and some of the actions have already been completed. The program seems to be making good progress on its quality assurance plan. There are some strategies and steps, however, that do not seem to be aligned, and there are some items that appear to be out of the scope of the review.

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

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

**MAJOR ISSUES AND SUGGESTED ACTIONS:**

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

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

| Issue (page #)   | Suggested Action  |
|--|---|
| It is unclear to me how the steps under strategy #3 support the strategy. The strategy (and I think this is more of a goal, actually) is about a common room and other resources. The steps listed seem to be about marketing. | Review the strategy and the steps for alignment.  |
| Page 9: these do not appear to be goals or strategies or steps.  | Remove these items from the report unless there is some relevant action that the program plans to take on them.                                 |
| Estimated date for completion for Phil of Science course? (1)  | Provide an updated timeline for completion.   |
| Special Topics (2)   | Clarify if Marc C has or has not developed the course. Specify a clear number of new courses and timelines for completion. Is it still Sept/22? |
| Cross listing (2)  | Report any actions taken to date, if any. If none, provide rationale.   |
| Art of War (3)   | Provide rationale for shelving Art of War   |
| Advisory Team (3)  | Be specific, Fall or Spring – this comes up multiple times throughout the document.   |
| Applied Ethics Minor (3)   | Please provide supportive evidence, if possible, to   |

|                                |  |
|--------------------------------|--|
|                                | support this decision; explain how it was determined the interest wasn't there.  |
| Upper Division Curriculum (4)  | Explain what exactly about the pandemic is holding this item back. Moving forward with this new normal, what is the new plan to move this item forward?  |
| 2.1 ii (5)                     | Please be more specific when the faculty member is planning to implement this, or whether conversations with community representatives have taken place yet, examples of the efforts which are underway.   |
| 2.2 ii and iii (7)             | Have specific, actionable timelines,   |
| 3.2.i (8)                      | Could you please detail what if any actions have taken place, and if none, why not, or briefly specify what the planned next steps are.  |
| Other medium and long term (9) | Who are Liam and Colin (perhaps note whether they are faculty, or for example, if they are the chair of a committee or of the program; this is true of all the above noted responsible persons). While the start date for this item is in 2023, it might be helpful to think about the way these steps are written – there should be action verbs in there. While this wording is taken from earlier reports, consider utilizing this type of action oriented thinking and writing when reporting on the progress. This will highlight what has been/will be done, by whom, etc. |

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

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

| <b>Minor Edits (page #)</b>  |
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| Page 3 and 4: there appears to be a repetition of steps, unless I am not reading correctly.  |
| Page 9: "lies" should be "lie"   |
| All "Strategies" could be cleaned up and written more succinctly.  |
| Consider clarifying whether noted responsible persons are faculty, or for example, if they are the chair of a committee or of the program, etc. This helps the reader understand who is taking action and it may help with continuity if a specific faculty member leaves the program. |



## SENATE STANDING COMMITTEE ON PROGRAM REVIEW

### Reviewers' Comments: Annual Follow-Up Report

PROGRAM UNDER REVIEW: Philosophy

#### 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:** The report is clear and concise. The items all have completion dates, and some of the actions have already been completed. The program seems to be making good progress on its quality assurance plan. There are some strategies and steps, however, that do not seem to be aligned, and there are some items that appear to be out of the scope of the review.

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

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

#### MAJOR ISSUES AND SUGGESTED ACTIONS:

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

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

| Issue (page #)   | Suggested Action   |
|--|--|
| It is unclear to me how the steps under strategy #3 support the strategy. The strategy (and I think this is more of a goal, actually) is about a common room and other resources. The steps listed seem to be about marketing. | Review the strategy and the steps for alignment.<br><b>As noted on page 8, the advisory team will be asked to clarify/explain how these steps are intended to support strategy #3.</b>   |
| Page 9: these do not appear to be goals or strategies or steps.  | - Remove these items from the report unless there is some relevant action that the program plans to take on them.<br><b>It was determined by the advisory committee that these items are no longer relevant, as these items do not appear to be goals or strategies. The advisory committee will confirm this in September 2022.</b> |
| Estimated date for completion for Phil of Science course? (1)  | - Provide an updated timeline for completion.<br><b>This has been addressed on page 1-2.</b>   |
| Special Topics (2)   | - Clarify if Marc C has or has not developed the course.<br><b>This has been clarified on page 2.</b><br>- Specify a clear number of new courses and timelines   |

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|                                | <p>for completion. Is it still Sept/22?</p> <p><b>This has been addressed on page 2.</b></p>  |
| Cross listing (2)              | <p>Report any actions taken to date, if any. If none, provide rationale.</p> <p><b>A rationale has been provided on page 2.</b></p>   |
| Art of War (3)                 | <p>Provide rationale for shelving Art of War</p> <p><b>This has been addressed on page 3.</b></p>   |
| Advisory Team (3)              | <p>Be specific, Fall or Spring – this comes up multiple times throughout the document.</p> <p><b>This has been addressed throughout the report.</b></p>   |
| Applied Ethics Minor (3)       | <p>Please provide supportive evidence, if possible, to support this decision; explain how it was determined the interest wasn't there.</p> <p><b>This has been addressed on page 3-4</b></p>  |
| Upper Division Curriculum (4)  | <p>Explain what exactly about the pandemic is holding this item back. Moving forward with this new normal, what is the new plan to move this item forward?</p> <p><b>This has been addressed on page 4.</b></p>   |
| 2.1 ii (5)                     | <p>Please be more specific when the faculty member is planning to implement this, or whether conversations with community representatives have taken place yet, examples of the efforts which are underway.</p> <p><b>This has been addressed on page 5.</b></p>  |
| 2.2 ii and iii (7)             | <p>Have specific, actionable timelines,</p> <p><b>This has been addressed on page 7.</b></p>  |
| 3.2.i (8)                      | <p>Could you please detail what if any actions have taken place, and if none, why not, or briefly specify what the planned next steps are.</p> <p><b>This is addressed on page 8.</b></p>   |
| Other medium and long term (9) | <p>Who are Liam and Colin (perhaps note whether they are faculty, or for example, if they are the chair of a committee or of the program; this is true of all the above noted responsible persons). While the start date for this item is in 2023, it might be helpful to think about the way these steps are written – there should be action verbs in there. While this wording is taken from earlier reports, consider utilizing this type of action oriented thinking and writing when reporting on the progress. This will highlight what has been/will be done, by whom, etc.</p> <p><b>As is indicated on page 9, it was tentatively determined by the advisory committee that these items are no longer relevant, as these items do not appear to be goals or strategies. The advisory committee will confirm this in September 2022.</b></p> |



## SENATE STANDING COMMITTEE ON PROGRAM REVIEW

### Reviewers' Comments: Annual Follow-Up Report

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

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Philosophy First Annual Follow-Up Report

Date Self-Study Report approved by SSCPR: April 24, 2019

Date of External Review Site Visit: July 4, 2019

Date Quality Assurance Plan approved by SSCPR: Apr 21, 2021

Date First Annual Follow-Up Report submitted: May 16, 2022.

First Progress Report

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

STRATEGY 1: The department is developing strategies for increasing the currency of the program for KPU students as well as fostering greater connectivity with other KPU programs and the wider KPU community. To achieve this goal, we are encouraging greater enrollment in upper-year philosophy courses, broadening the scope of the upper-year courses offered, with the ~~attention~~ intention of attracting a greater number of students to our major or minor program.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 1: Program Currency, Connectivity, and Quality of Curriculum Design:**

| 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  |
|--|--|-----------------|--------------------|--|
| 1.1.i) We are modifying some of the titles of our 1000-level courses, as well as some of our upper-year courses, to provide students with a better sense of the content of the courses <u>s</u> .            | Mazen <u>Guirguis</u> , Mark <u>Glouberman</u> , and Liam <u>Dembsey</u> | Sep 2021        | Sep 2022           | <b>Complete.</b> Department members were consulted and voted on changes. Mazen Guirguis presided over the process.   |
| 1.1.ii) We are presently articulating a new 1st-year course in <b>Philosophy of Technology through Film</b>  | Marc <u>Champagne</u>  | Sep 2021        | Sep 2022           | <b>Complete.</b> Marc Champagne has developed <i>Thinking Philosophically about Technology by Watching Films</i> (Phil 1201), <u>which is now listed on the department website</u> . |
| 1.1.iii) To further broaden the scope of upper-year course offerings, we are developing and articulating an outline for a <b>Philosophy of Science</b> course. As conspiracy theories swirl during the worst | Brian <u>Garrett</u> , Melinda <u>Hogan</u> , Colin                      | Sep 2021        | Sep 2022           | <b>In progress.</b> The advisory team has developed the basic course description for <i>The Philosophy of Science</i> . The course description, however, still needs                 |

## Philosophy First Annual Follow-Up Report

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| pandemic in a century, the critical thinking and science literacy that a philosophy of science course provides is an invaluable resource for KPU students. It also has the potential to open lines of connectivity with the Faculty of Science (which also goes to <b>GOAL 2</b> ).   | <u>Ruloff</u>   |          |          | to be transferred onto the official course outline template-. <u>The target completion date is September 2022.</u>  |
| 1.1.iv) We are developing <b>several Special Topics Courses</b> over the next five years designed to raise the profile of the department. The remarkable diversity of talent among faculty suggests a wide range of curriculum opportunities, including: <b>Justice and Oppression, The Ethics of AI</b> , and <b>Philosophy of Education</b> . Such courses have the potential to facilitate <b>GOAL 2</b> .                                 | Mark <u>Glouberman</u> ,<br>Christina <u>Behme</u> , and<br>Michaela <u>Lucas</u> | Sep 2021 | Sep 2022 | <p><b>In progress.</b><br/><u>At least four new courses are in development or have already been developed.</u></p> <ul style="list-style-type: none"> <li>- Christina Behme has developed a syllabus for the course <i>Sustainability and Ethics</i>.</li> <li>- Marc Champagne has developed <del>/or is in the process of developing a</del> <u>Philosophy of Technology course (<i>Thinking Philosophically about Technology by Watching Films</i>, Phil 1201), which is now listed on the Department Website.</u></li> <li>- Puqun Li has developed a course (Phil 1202) entitled <i>Pillars in Chinese Philosophy: Zen, Theory and Practice</i>. This course has been approved by ASCC in February 2022.</li> <li>- Discussion is underway regarding the possibility of developing a course (at either the 2<sup>nd</sup> or 4<sup>th</sup> year) tentatively entitled: <i>Philosophy and Civil Liberties</i>. This course would cover, among other things, the ethical issues surrounding free speech, healthcare and safety mandates, surveillance, and targeted advertising. <u>The target completion date is Sept 2022.</u></li> </ul> |
| 1.2.i) We are developing and articulating a course outline for a third-year <b>Philosophy of Law</b> course to be <b>cross-listed</b> with <b>CRIM 3351</b> . As is evidenced by the fact that philosophy majors do better on the LSAT than any other major, Philosophy of Law – in conjunction with courses in Critical Thinking and Ethics – provides an ideal area of study for students aspiring to attend law school. (Meeting this GOAL | Doran <u>Smolkin</u> ,<br>Patrick <u>Findler</u> , and<br>Colin <u>Ruloff</u>     | Sep 2021 | Sep 2023 | <b>In progress:</b> The Criminology Chair has been contacted. The advisory team has asked for opportunities to collaborate. Response from criminology is <u>pending</u> .   |

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**Commented [G1]:** We are still waiting for a response from Criminology.



## Philosophy First Annual Follow-Up Report

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| will also contribute positively to achieving GOAL 2)   |  |          |          |   |
| 1.2.ii) We will seek to <b>cross-list</b> some of our upper-year courses with comparable courses from other departments (which also goes to <b>GOAL 2</b> ).   | Mazen <u>Guirguis</u> and Melinda <u>Hogan</u>                     | Sep 2021 | Sep 2023 | <b>In progress.</b> The advisory team will meet in <del>Fall 2022</del> or Spring 2023 to discuss this item further. <u>To date no action has been taken.</u>   |
| 1.2.iii) We are broadening our course offerings in Asian philosophy with two new courses: <b>Introduction to Zen</b> and <b>The Art of War</b> . Such courses have the potential to facilitate <b>GOAL 2</b> .   | Puqun <u>Li</u> and Mark <u>Glouberman</u>                         | Sep 2021 | Sep 2023 | <b>Complete:</b><br><br>- <u>Puqun's course <i>Introduction to Zen</i>, is now named <i>Pillars in Chinese Philosophy: Zen, Theory and Practice</i> (Phil 1202). This course has been approved by ASCC in February 2022.</u><br>- <u>The proposed course <i>The Art of War</i> has been shelved, as it was determined that Puqun does not have the relevant expertise in ethics to teach this course.</u><br><del>— The proposed course <i>The Art of War</i> has been shelved, most likely replaced by <i>Pillars in Chinese Philosophy</i>.</del> |
| 1.2.iv) We will investigate decreasing the 2000 level course requirements for 3000 level courses in order to increase enrolment in our upper-year courses. However, such changes would have to ensure that there is no decrease in the learning standards required for 3000 level courses.   | Wayne <u>Fenske</u> and Mazen <u>Guirguis</u>                      | Sep 2021 | Sep 2023 | <b>In progress.</b> The advisory team will meet in <del>Fall 2022</del> or Spring 2023 to discuss this item further   |
| 1.3.i) We propose developing a course on <b>Indigenous Philosophy</b> ; for example, such a course could examine the ethical and metaphysical insights gleaned from Indigenous stories and legends. Or, in keeping with the focus on philosophy of law, such a course could examine the philosophy of restorative justice, reconciliation, and so on. A course of this nature would also allow the department to make meaningful connections with local indigenous groups, including the Kwantlen First Nation (which also goes to <b>GOAL 2</b> ) | Puqun <u>Li</u> , Liam <u>Dempsey</u> , and Christina <u>Behme</u> | Sep 2022 | Sep 2025 | <b>In progress:</b> There is ongoing discussion among the advisory team regarding what the definition and scope of Indigenous Philosophy would be. These concerns are to be addressed as an agenda item in a future department meeting.   |
| 1.3.ii) The department will introduce an <b>Applied Ethics Minor</b> to attract further students from other programs into upper-level  | Doran <u>Smolkin</u> ,   | Sep 2022 | Sep 2025 | <b>N/A.</b> It was determined by the advisory team that there is not sufficient   |





## Philosophy First Annual Follow-Up Report

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| courses. The relevance and importance of sound ethical reasoning is now well understood and appreciated across many employment professions. For those students seeking – or thinking about seeking – a minor in philosophy, an Applied Ethics Minor could serve to enhance their discipline or career major. Given that this is an applied ethics minor, it also goes to <b>GOAL 2</b> .  | Patrick <a href="#">Findler</a> ,<br>Michaela <a href="#">Lucas</a> , and<br>Wayne <a href="#">Feske</a>   |          |          | interest among students to introduce an Applied Ethics Minor. The main concern is that it is unlikely that the department would be able to fill upper division applied ethics classes. <u>Without a commitment from the university to run upper level applied ethics courses with only a handful of students, it was judged too risky to start up a Minor that might not fill. We would reconsider if the university would agree to run poorly enrolled sections of upper division applied ethics courses for a few years while the Minor gained traction.</u> |
| 1.4.i) With (1.2.i – Philosophy of Law) and (1.4.i – Joint Major with Business) in hand, we will look into the viability of a Joint Business, Law & Philosophy degree with the School of Business, along with the development of joint certificates, minors, and majors with other departments. The potential for greater connectivity and experiential learning such a degree could provide also goes to GOAL 2.   | Mazen <a href="#">Guirguis</a> ,<br>Patrick <a href="#">Findler</a> ,<br>Michaela <a href="#">Lucas</a> , and<br>Christina <a href="#">Behme</a> | Sep 2024 | Sep 2026 | <b>In progress.</b> There is already a <i>Philosophy of Law</i> course (Crim 3351). It was determined by the advisory team that a joint Phil/Busi degree is not a good fit. Other joint degree options are being considered.   |
| 1.4.ii) With (1.2.i – <b>Philosophy of Law</b> ) and (1.4.i – <b>Joint Major with Business</b> ) in hand, we will look into the viability of a <b>Joint Business, Law &amp; Philosophy degree</b> with the School of Business, along with the development of joint certificates, minors, and majors with other departments. The potential for greater connectivity and experiential learning such a degree could provide also goes to <b>GOAL 2</b> .                         | Brian <a href="#">Garrett</a> ,<br>Marc <a href="#">Champagne</a> ,<br>Doran <a href="#">Smolkin</a> , and<br>Colin <a href="#">Ruloff</a>       | Sep 2024 | Sep 2026 | <b>In progress:</b> There is already a <i>Philosophy of Law course</i> (Crim 3351). It was determined by the advisory team that a joint Phil/Busi degree is not a good fit. Other joint degree options are being considered.   |
| 1.4.iii) <b>Supporting Upper-Division Curriculum:</b> Currently, our department offers no more than two to three upper-division courses per semester, because enrolment tends to be low as compared to our lower-division and service courses. As far as we are aware, there is no program in place for supporting new courses until they've had a chance to take root. It is recommended that such a program be devised in consultation with the office of the Dean of Arts. | Wayne <a href="#">Fenske</a><br>and Melinda <a href="#">Hogan</a>  | Sep 2024 | Sep 2026 | <b>In progress:</b> <u>The advisory team will meet in Spring 2023 to discuss this item further.</u><br><br><del>Planning in this area is awaiting the time when things normalize post-pandemic.</del>  |

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Philosophy First Annual Follow-Up Report

STRATEGY 2: We recommend that the department attempt to incorporate some changes to in-class instructional design, so as to better address the group collaboration aspect of experiential learning; as well, the department recommends increasing links between the department and other disciplines at KPU and with the greater community.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 2: Quality of Instructional Design:**

| 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   |
|--|---|-----------------|--------------------|---|
| 2.1.i) At least 8 of the recommendations for meeting GOAL 1 also contribute positively to meeting <b>GOAL 2</b> , especially with respect to interdepartmental and community connectivity.   |   |                 |                    |   |
| 2.1.ii) For both our <b>Philosophy of Religion</b> and <b>Asian Philosophy</b> courses, we intend to add greater <b>experiential learning</b> and expand <b>interdepartmental</b> and <b>community connectivity</b> by incorporating the following methods:<br>a) Arrange students to visit local sacred sites (temples, churches, mosques, particularly in Richmond’s famous Highway to Heaven, i.e., No.5 Road) and talk with and learn from religious and spiritual practitioners. Students may have the opportunity to understand (or even try) rituals and practices (for example, Zen meditation). They may see the connections and differences between the doctrines of a religion or culture and their implementations.<br>b) Invite local religious and spiritual leaders to give guest lectures or to organize discussions. Students may be able to see how what they learn about a religion or culture in classroom setting is taught more empirically and practically by a corresponding religious or spiritual leader. (For example, how would a pastor explain to his church people about the “Problem of Evil” without much theoretical argumentation?)<br>c) In coordination with the <b>Future Students Office</b> , we will seek connections with <b>local secondary schools</b> in order to promote philosophy at KPU. This could include possible guest lectures by members of the department with the aim of introducing grade 12 students to the nature and value of philosophy through the consideration of philosophical topics and puzzles (e.g., topics like the trolley problem or the inverted spectrum hypothesis). | Puqun <a href="#">Li</a> ,<br>Mark<br><a href="#">Glouberman</a><br>and Marc<br><a href="#">Champagne</a> | Sep 2021        | Sep 2023           | <p>In progress.</p> <ul style="list-style-type: none"><li>- <del>Puqun Li intends to implement items (a) and (b) in his teaching of Puqun Li is planning to implement items (a) and (b) in his teaching of</del> Phil 2120 (<i>Phil. Of Religion</i>) and Phil 2115 (<i>Asian Philosophy</i>) <del>for the Fall 2023 semester.-</del></li><li>- <del>Regarding (c), discussion with community representatives has not yet taken place.</del></li><li>— <del>The advisory team is confident that community institutions and their leaders will be supportive of (a) and (b).</del></li><li>— <del>For (c), proper leg work is still required.</del></li><li>— <del>Efforts are underway to make the delivery of the subject matter experiential.</del></li></ul> |

## Philosophy First Annual Follow-Up Report

|  |   |                 |                 |  |
|--|---|-----------------|-----------------|--|
| <p>2.1.iii) Promoting <b>Flexible Delivery</b>, maximizing effective use of <b>Digital Platforms</b>, and organizing <b>Philosophy Student Events</b>.</p> <ul style="list-style-type: none"> <li>The pandemic has forced every member of the philosophy department to think seriously about the most effective ways to <b>deliver course materials online</b>. As we begin to return to the classroom, we remain mindful that some students and faculty wish to retain some of the flexibility that remote learning provides. To this end we will continue to offer <b>remote</b> and <b>mixed delivery</b> courses. Indeed, while some instructors wish to return to the classroom as soon as possible, others are happy to continue remote delivery while still others are considering mixed delivery.</li> <li>The department will encourage the development of a student <b>Philosophy Club</b>, and will promote <b>Philosophy Student Events</b> with a greater and more effective use of <b>Digital Platforms</b>. Not only will such events and connectivity enhance students' experience at KPU, they will promote a sense of a philosophy community at KPU. This sense of community will, we believe, encourage more students to major or minor in philosophy. Of course, achieving this greater sense of community for students interested in philosophy will be greatly enhanced by a central element of <b>GOAL 3: a philosophy common space</b> for informal learning and social interaction, as well as centralized department spaces, as are found at most other institutions.</li> </ul> | <p>Marc<br/><a href="#">Champagne</a>,<br/>Liam<br/><a href="#">Dembski</a>,<br/>Colin <a href="#">Ruloff</a><br/>and Patrick<br/><a href="#">Findler</a></p> | <p>Sep 2021</p> | <p>Sep 2023</p> | <p><b>In progress.</b></p> <ul style="list-style-type: none"> <li>The advisory team will meet in <del>Fall 2022</del> or Spring 2023 to discuss this item further.</li> <li>Marc Champagne has already started a pilot online project called the <i>Reason Mapping Team</i>, which centres on student involvement.</li> <li>Efforts are underway to bring back the Student Philosophy Club.</li> </ul> |
| <p>2.2.i) We are augmenting the existing <b>Departmental Speaker Series</b>: In the spirit of increasing our community outreach, it has been proposed that we make some effort to include in our departmental colloquia qualified presenters who can speak directly of real-world ethical challenges they face in business and health care. We believe that this suggestion has merit and we intend to consider it fully.</p>  | <p>Liam<br/><a href="#">Dempsey</a>,<br/>Brian<br/><a href="#">Garrett</a>,<br/>Puqun <a href="#">Li</a>,<br/>and Doran<br/><a href="#">Smolkin</a></p>       | <p>Sep 2021</p> | <p>Sep 2026</p> | <p><b>In progress.</b> The advisory team has investigated this and prefers to focus on philosophers doing cutting edge research; and to increase the diversity of philosophers in our speaker's series.</p>  |



Philosophy First Annual Follow-Up Report

|   |   |          |          |   |
|---|---|----------|----------|---|
| 2.2.ii) <b>Program Advisory Committee.</b> Unlike many other disciplines and programs, philosophy does not train students for specific occupations. In this respect, philosophy is more like math than engineering. Mindful of this, we will investigate how Philosophy can best utilize such an advisory committee by consulting industry standards and looking closely at how other philosophy departments, in the lower mainland and beyond, have done so.   | Wayne Genske, Melinda Hogan, and Mazen Guirguis | Sep 2021 | Sep 2026 | <p><u>In progress. <del>In progress.</del> The advisory team will meet in Spring 2023 to determine how the philosophy undergraduate can succeed in a career outside the academy. The team will accomplish this by initially identifying a range of pathways into non-academic employment, as outlined in the American Philosophical Association’s whitepaper “A Non-Academic Career”?</u></p> <p><del>The advisory team will meet in Fall 2022 or Spring 2023 to discuss</del></p> <p><del>this item further.</del></p> |
| 2.2.iii) Importantly, a number of the suggestions under <b>GOAL 1</b> lend themselves to the <b>ARTS 4800 Practicum</b> . For example: an aspiring law student who is majoring or minoring in philosophy could, perhaps after completing our third-year course in <b>Philosophy of Law</b> , shadow a lawyer, or attend local trials, the Human Rights Tribunal, labour arbitration, and so on; a nursing student who is doing an <b>Applied Ethics Minor</b> might do a practicum in an emergency room or an oncology ward where ethical reasoning is routinely employed; a student working on a <b>Joint Major with Business</b> might do a practicum working with a corporate ombudsman; a student pursuing a <b>Joint Business, Law &amp; Philosophy</b> degree could work with an NGO or an NPO. | Liam Dempsey and Marc Champagne                 | Sep 2023 | Sep 2026 | <p><u>In progress. The advisory team will meet in Spring 2023 to identify potential ways in which the philosophy undergraduate can obtain professional experience in a non-academic environment. The goal here is to identify non-academic opportunities that enable the undergraduate to meaningfully utilize and develop their unique philosophical skills and abilities.</u></p> <p><del>In progress. The advisory team will meet in Fall 2022 or Spring 2023 to discuss this item further.</del></p>                |

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## Philosophy First Annual Follow-Up Report

STRATEGY 3: The Philosophy department should continue to lobby for a **common room**, and other **resources required** for the normal functions of an Arts department to better encourage and foster a **sense of community** and belonging.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 3: Quality of Services, Resources and Facilities:**

| Step(s) Required to Achieve this Strategy   | Led by   | Start on (M/YY) | Complete by (M/YY) | Progress to Date/Reasons for Lack of Progress   |
|---|--|-----------------|--------------------|---|
| 3.1.i) <b>Marketing Philosophy:</b><br><br>a) We are producing a <b>video</b> for students showcasing the value of philosophy and highlighting how it is different from other university disciplines.<br><br>b) We intend to work with Academic Advising to ensure Philosophy is included on the <b>web page</b> showcasing <b>KPU Pathways</b> and to make information about its <b>honours program</b> more accessible to students. One way to do so is advertise upcoming upper-division courses so that students can plan their schedules in advance.<br><br>c) We are considering <b>advertising</b> in KPU's own student newspaper, The Runner, to draw new students' attention to what Philosophy has to offer. (a), (b), and (c) also go to <b>GOAL 1</b> and <b>GOAL 2</b> . | Marc <a href="#">Chapagne</a> ,<br>Michaela <a href="#">Lucas</a> , and<br>Melinda <a href="#">Hogan</a> | Sep 2021        | Sep 2023           | <b>In progress.</b> <ul style="list-style-type: none"><li>- Regarding (a), Marc Champagne has already produced a short YouTube video promoting philosophy.</li><li>- Items (b) and (c) have yet to be addressed by the advisory team.</li></ul>   |
| 3.2.i) The onsite visit by the External Reviewers revealed a lack of common space that is neither consistent with industry standards nor conducive to fostering a sense of community. More generally, the Philosophy Department would greatly benefit from a discernible presence at KPU: a departmental office, private office spaces for faculty, and a <b>departmental lounge</b> or <b>meeting room</b> in which we can schedule regular colloquia and conduct our ongoing business.  | Brian <a href="#">Garrett</a> and<br>Wayne <a href="#">Fenske</a>  | Sep 2021        | Sep 2026           | <b>Status unknown.</b> The advisory team (along with the department as a whole) judges that there is a pressing need for common space. <a href="#">The department has been lobbying the administration for a common room for at least two decades. At one point the department was promised a common room; but the administration decided to turn it into a prayer room instead. The advisory team will meet to discuss further options in Fall 2022.</a> |

**Commented [G2]:** The advisory team will be asked to clarify how these steps are intended to support strategy #3.



Philosophy First Annual Follow-Up Report

|   |                |          |          |   |
|---|----------------|----------|----------|---|
|   |                |          |          |   |
| <p>Other medium and long-term issues which would benefit the department but which lies largely in the hands of the administration:</p> <p>i. The department is reconsidering how philosophy enrolment is handled: Students tend to discover philosophy after they have arrived at KPU. Consequently, they tend to take philosophy courses only when they have space in their schedule to experiment, and this is relevant to how enrolment in philosophy (especially at the upper-division) should be handled. The recommendation is to consider each upper-division course that is offered in light of forward-looking factors, including, but not limited to, serving students whose goal is to complete a philosophy credential.</p> <p>ii. <b>PD Support and faculty currency:</b> Almost every member of our faculty is engaged in a research project. As a relatively new university, it is imperative that KPU support and encourage research, particularly for disciplines such as philosophy for which teaching, learning and research are so intimately tied. We look forward to the university rewarding those who do research with paid time to develop new projects at a level that goes beyond the currently limited opportunities.</p> <p>iii.</p> <p>ii.iv.</p> | Liam and Colin | Sep 2023 | Sep 2026 | <p><u>It was tentatively determined by the advisory committee that these items are no longer relevant, as these items do not appear to be goals or strategies. The advisory committee will confirm this in September 2022. In progress. The advisory team will meet in Fall 2022 or Spring 2023 to discuss this item further.</u></p> |

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## SENATE STANDING COMMITTEE ON PROGRAM REVIEW

**Agenda Item: 7.1**

**Meeting Date:** May 18, 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

Support is currently being provided to 32 programs (or cluster of related programs) that are at various stages in the program review process.

### Context & Background

| <i>As of May 3, 2022</i>        | <i>Number of Programs</i> |
|---------------------------------|---------------------------|
| Phase 1: Self-Study             | 7                         |
| Phase 2: External Review        | 2                         |
| Phase 3: Quality Assurance Plan | 5                         |
| Phase 4: Annual Follow-Up       | 18                        |
| Total                           | 32                        |

### Key Messages

N/A

### Consultations

N/A

### Attachments

Manager's Report\_Status of Program Reviews\_Details for May 2022 SSCPR Meeting

### Submitted by

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

### Date submitted

*May 3, 2022*

| Faculty  | Program                                     | Self-Study                 |   |            |                 | External Review     |                    |                 | QA Plan     |                  | Annual Follow-up |                     |                     | Progress Update<br>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<br>re-start: Sep-21 | Admin Data: Feb-19  | Aug-22     |                 | Oct-22              |                    |                 | Mar-23      |                  | Mar-24           |                     |                     | The program is working on the curriculum review portion of the self-study report.      |
| Arts     | Anthropology                                | Sep-18                     | Admin Data: Feb-19<br>Survey Data: Feb-19   | Sep-20     | Apr-21          | Nov-20              | Oct 18/19, 2021    | Nov-21          | Jun-21      |                  | Jun-22           |                     |                     | Quality Assurance Plan is due by <b>June 1, 2022</b> .                                 |
| Arts     | Criminology                                 | Jan-19                     | Admin Data: Feb-19<br>Revised Admin Data: Feb-20<br>Survey Data: May-20   | Dec-20     |                 | Feb-21              |                    |                 | Jun-21      |                  | Jun-22           |                     |                     | Program review will re-start in Fall 2022.   |
| Arts     | Creative Writing                            | May-21                     | Admin Data: Nov-21<br>Survey Data: Nov-21   | May-22     |                 | Jul-22              |                    |                 | Oct-22      |                  | Nov-23           |                     |                     | Self-study report is due by <b>June 1, 2022</b> .                                      |
| Arts     | Education Assistant                         | Sep-19                     | Admin Data: Oct-19<br>Survey Data: June-20  | Feb-21     | May-21          | Mar-21              | Nov 25/26, 2021    | Jan-22          | Jun-22      |                  | Jun-23           |                     |                     | Quality Assurance Plan is due by <b>June 1, 2022</b> .                                 |
| Arts     | Minor in Counselling                        | Feb-18                     | Admin Data: April-18<br>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 <b>October 2022</b> . |
| Arts     | English                                     | May-20                     | Admin Data: Jan-21<br>Survey Data: April-21   | Sep-21     | Nov-21          | Nov-21              | Feb 10/11, 2022    | Mar-22          | Apr-22      |                  | Apr-23           |                     |                     | Quality Assurance Plan is due by <b>August 31, 2022</b> .                              |
| Arts     | History                                     | Dec-18                     | Admin Data: Feb-19<br>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 <b>January 2023</b> .                                 |
| Arst     | Geography                                   | Feb-22                     |   | Oct-22     |                 | Jan-23              |                    |                 | Jul-23      |                  | Jul-24           |                     |                     | The program is working on the curriculum review portion of the self-study report.      |
| Arts     | Language & Culture                          | Dec-21                     |   | Aug-22     |                 | Nov-22              |                    |                 | Apr-23      |                  | Apr-24           |                     |                     | Surveys are being conducted.   |
| Arts     | Philosophy                                  | Sep-17                     | Admin Data: Sep-18<br>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 in.  |
| Arts     | Political Science                           | Dec-19                     | Admin Data: Dec-19<br>Survey Data: June-20  | Jan-21     | Apr-22          | Mar-21              |                    |                 | Sep-21      |                  | Sep-22           |                     |                     | External Review is likely to take place in Fall 2022.                                  |
| Arts     | Psychology                                  | Dec-16                     | Admin Data: Oct-17<br>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 <b>May 2022</b> .     |
| Arts     | Sociology                                   | Sep-15                     | Admin Data: Nov-17<br>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 <b>May 2022</b> .      |
| Business | Accounting                                  | Nov-17                     | Admin Data: Jun-18<br>Survey Data: Jan-18   | x          | Sep-18          | x                   | Jan-19             | Feb-19          | x           | Feb-20           | Feb-21           | Feb-21              | Mar-22              | SSCPR asked program to report on their progress a third time in <b>March 2023</b> .    |
| Business | Computer Science and Information Technology | Apr-19                     | Admin Data: May-19<br>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 <b>October 2022</b> .                                 |
| Business | Business Management                         | Sep-15                     | Admin Data: Jun-18<br>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 <b>October 2022</b> . |
| Business | Human Resource Management                   | May-14                     | Admin Data: Sept-16<br>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 <b>November 2022</b> . |
| Design   | Fashion Design & Technology                 | Sep-20                     | Admin Data: Feb-21<br>Survey Data: Mar-21   | Jun-21     |                 | Oct-21              | Sep 28/29, 2021    | Oct-21          | Jun-22      |                  | Jun-23           |                     |                     | QA Plan is in.   |
| Design   | Foundation in Design Certificate            | Oct-17<br>re-start: Oct-19 | Admin Data: Aug-17<br>Survey Data: Nov-17 (Student Data: Feb-18)<br>Revised Admin Data: Oct-19<br>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 <b>January 2023</b> .                          |
| Design   | Interior Design                             | Sep-18                     | Admin Data: Nov-18<br>Admin Data: Sep-19<br>Survey Data: Nov-18   | x          | Jan-20          | Jan-20              | Jun-20             | Aug-20          | Jun-20      | Feb-21           | Jun-21           | Mar-22              |                     | SSCPR asked program to report on their progress a second time in <b>March 2023</b> .   |
| Design   | Product Design                              | Feb-19                     | Admin Data: Feb-19<br>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 <b>November 2022</b> .                         |
| Design   | Technical Apparel Design                    | Jun-18                     | Admin Data: Dec-18<br>Admin Data: Oct-19<br>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 on their progress a second time in <b>January 2023</b> . |



| Faculty | Program                             | Self-Study     |  |                         |                 | External Review       |                    |                 | QA Plan                 |                  | Annual Follow-up        |                     |                     | Progress Update<br>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 |   |
| Health  | Bachelor of Psychiatric Nursing     | Sep-18         | Admin Data: Feb-19<br>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 <b>January 2023</b> .                          |
| Health  | BSN - New<br>BSN - Revised          | Sep-16         | Admin Data: Jan-18<br>Survey Data:<br>Faculty: Jan-17<br>Discipline: Feb-17<br>Student + Alumni: Sep-17                                      | x                       | Feb-18          | x                     | Mar-18             | May-18          | x                       | Feb-20<br>Dec-18 | Feb-21<br>Dec-19        | Feb 21<br>Feb 20    |                     | New BSN Second Annual Follow-Up is in.  |
| Health  | Health Care Assistant Certificate   | May-19         | Admin Data: Jun-19<br>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 <b>June 2022</b> .  |
| Health  | Health Unit Coordinator Certificate | Jan-18         | Admin Data: Jun-18<br>Survey Data:<br>Discipline + Alumni: Mar-18<br>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<br>Revised Admin Data: Mar-21<br>Survey Data: Mar-21  | Oct-21                  | Oct-21          | Jan-22                | Feb 24/25, 2022    | Apr-22          | Sep-22                  |                  | Sep-23                  |                     |                     | Quality Assurance Plan is due by <b>August 31, 2022</b> .   |
| Science | Brewing and Brewery Operations      | Nov-21         |  | Aug-22                  |                 | Nov-22                |                    |                 | May-23                  |                  | May-24                  |                     |                     | Surveys are being conducted.  |
| Science | Bachelor of Horticulture Science    | Jan-18         | Admin Data: Jun-18<br>Survey Data: Apr/Jun-18  | x                       | Mar-19          | x                     | Apr-19             | May-19          | Aug-19                  | Apr-21           | Aug-20                  | Apr-22              |                     | SSCPR asked program to report on their progress a second time in <b>April 2023</b> .                            |
| Science | Horticulture Technology Diploma     | Nov-21         |  | Aug-22                  |                 | Oct-22                |                    |                 | Feb-23                  |                  | Feb-24                  |                     |                     | The program is working on the curriculum review portion of the self-study report.                               |
| Science | Mathematics                         | May-19         | Admin Data: Jul-19<br>Survey Data:<br>Faculty: Jul-19<br>Alumni: Sep-19<br>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 <b>February 2023</b> .  |
| Science | Physics for Modern Technology       | May-21         | Admin Data: Nov-21<br>survey data: Feb-22  | Jan-2022<br>Rev. Jun-22 |                 | Mar-22<br>Rev: Sep-22 |                    |                 | Sep-2022<br>Rev: Feb-23 |                  | Oct-2023<br>Rev: Feb-24 |                     |                     | Program received the survey reports on February 25, 2022. The self-study report is due by <b>June 1, 2022</b> . |
| Science | Sustainable Agriculture             | Oct-19         | Admin Data: Nov-19<br>Revised Admin Data: Feb-21<br>Survey Data:<br>Student: Aug-20<br>Faculty & Alumni: Jan-21<br>Discipline/sector: Feb-21 | Aug-20                  | Sep-21          | Oct-20 or Nov-20      | Mar 7/9, 2022      | Apr-22          | May-21                  |                  | May-22                  |                     |                     | External Review Report is in.   |
| Science | Turf Management Diploma             | May-19         | Admin Data: May-19<br>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.                        |