

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Regular Meeting
Wednesday, November 23, 2022
2:00 p.m. - 4:00 p.m.
MS Teams Online

AGENDA

1. Call to OrderAmy Jeon 2:00
2. Approval of Agenda
3. Approval of Minutes, October 19, 2022
4. Chair's Report 2:05
5. New Business
 - 5.1. Sustainable Agriculture Quality Assurance Plan Rebecca Harbut, Mike Bomford,
Jeff Dyck, Brett Favaro..... 2:10
 - 5.2. Language and Culture Self-Study ReportLaurence Gauvreau, Ana Robles,
Yanfeng Qu, Dana Cserepes, Shelley Boyd 2:30
 - 5.3. Counselling Second Annual Follow-Up Report Briar Schulz, Maureen Lee,
Billeh Nickerson, Shelley Boyd..... 3:00
 - 5.4. Product Design First Annual Follow-Up Report..... Lindsay Norris, Andhra Goundrey 3:10
 - 5.5. Business Management Second Annual Follow-Up Report..... Jeannette Paschen,
Valerie Warren, Heather Harrison 3:20
 - 5.6. Human Resources Management Third Annual Follow-Up Report..... Marla McMullen
Lesley McCannell, Heather Harrison 3:30
 - 5.7. Computer Science and Information Technology First Annual Follow-Up Report.....
Mandeep Pannu, Heather Harrison..... 3:40
6. Items for Discussion..... 3:50
7. Manager's Report for OPAMelike Kinik-Dicleli 3:55
8. Adjournment..... 4:00

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Minutes of Regular Meeting
Wednesday, October 19, 2022
2:00 p.m. – 4:00 p.m.
MS Teams Online

Voting Member Quorum: 8		
Aimee Begalka Cherylynn Bassani Craig Wright David Burns Fergal Callaghan, Vice-Chair Jeff Dyck Jianying (Jennifer) Gao Julia Denker	Lori McElroy Lindsay Norris Marti Alger Melissa Swanink	
		Non-voting
		Amy Jeon, Chair Gayle Bedard Melike Kinik-Dicleli
Regrets	Senate Office	Guests
Alan Davis Courtney Verhage Laura McDonald Nishan Perera Rajmale Kaur Tomasz Gradowski	Sonia Banwait Michelle Molnar	Brett Favaro Greg Millard Heather Cyr Josephine Chan Layne Myhre Shelley Boyd Victoria Johnston-Hatch

1. Call to Order

The Chair, Amy Jeon, called the meeting to order at 2:02 p.m.

2. Approval of Agenda

Julia Denker moved the agenda be confirmed as circulated.

The motion carried.

3. Approval of Minutes, September 21, 2022

Melissa Swanink moved the minutes be accepted as circulated.

The motion carried.

4. Chair's Report

The Chair highlighted that kick off meetings took place in September and October for Technical Management and Services, Asian Studies, Economics and Criminology programs. The Chair emphasized the importance of this committee's role in reviewing the Quality Assurance Plan and encouraged the members to raise any questions or concerns during today's meeting to address potential issues early.

5. New Business

5.1. Biology Quality Assurance Plan

The Chair summarized the reviewer's comments and informed that revisions were made to the suggested edits by the respective proponent(s). Layne Myhre and Brett Favaro were present to answer questions.

The Chair advised that the title of "the Office of Teaching and Learning" will be replaced with the proper name of "Teaching and Learning Commons" throughout the document by the Office of Planning and Accountability.

The Chair and committee discussed the helpfulness of having proponent's responses to suggested edits included in the reviewer's comment report. It was suggested that it become a standard approach to add a column for proponent responses.

Marti Alger moved THAT the Senate Standing Committee on Program Review accept the Biology Quality Assurance Plan as attached

The motion carried.

5.2. English Quality Assurance Plan

The Chair summarized the reviewer's comments and informed that revisions were made to the suggested edits and the program addressed majority of the comments. Heather Cyr and Shelley Boyd were present to answer questions.

Action items:

Page 75: two completion dates for engage in curriculum mapping, remove "09/23".

Page 85: goal 6 last action item missing completion date, add "09/22".

Page 89: PAC development start and completion dates marked as "unknown", replace "unknown" by adding "Spring 2023" as starting date and "09/23" as completion date.

Julia Denker moved THAT the Senate Standing Committee on Program Review accept the English Quality Assurance Plan with revisions as noted.

The motion carried.

5.3. Education Assistant Quality Assurance Plan

The Chair summarized the reviewer's comments and advised revisions were made to some suggestions, however not all suggestions were addressed. Reviewers noted that there were a couple of items that may be within the program's purview, despite the program stating that it is outside. Victoria Johnston-Hatch and Shelley Boyd were present to answer questions.

Victoria Johnston-Hatch stated that the program is actively engaged in conversations regarding plans to increase admissions, course progression pathway, ways to incorporate indigenous content, and grading procedures. The program will start conversations with the Dean's office to address completion through transferability and update the committee with their progress on the annual follow-up report.

Action items:

Page 9: revise section on adding course content.

Page 13: include information regarding initial conversation with the Dean's office to address completion through transferability

Goal 5, page 124: revise wording of proposed action.

Page 1: replace part-time "cohort" with part-time "program".

Page 1: provide clarification on language for "year one" and "year two".

Page 3: replace the word "due" with a better-suited word

Proponent to submit revised version to the Chair for review.

Marti Alger moved THAT the Senate Standing Committee on Program Review accept the EDAS Quality Assurance Plan with revisions as noted.

The motion carried.

6. Items for discussion

6.1. AC9 Skills and Outcomes Policy and Procedures – Draft

David Burns, Associate Vice-President, Academic, provided a brief overview of the consultation pertaining to AC9 *Skills and Outcomes* policy and procedure and advised the proposed changes including allowing for clarification, application and communication of skills identified by the Ministry of Advanced Education and Skills Training (MAEST) in all Senate-approved courses.

Josephine Chan, Special Assistant to the Provost on Policy and Academic Affairs, informed that phase one consultations have recently completed and will be posted to the blog for phase two in mid to late November.

7. Manager's Report for OPA

Melike Kinik-Dicleli, Manager, Quality Assurance presented her report. There are 7 programs undergoing self-study report stage, rather than 6 stated on the report.

8. Adjournment

The meeting adjourned at 3:09 p.m.

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Agenda Item: 5.1

Meeting Date: November 23, 2022

Presenters: Rebecca Harbut, Mike Bomford, Jeff Dyck, Brett Favaro

Agenda Item Sustainable Agriculture Quality Assurance Plan

Action Requested	Motion
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Recommended Resolution	THAT the Senate Standing Committee on Program Review accept the Sustainable Agriculture Quality Assurance Plan as attached.
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Senate Standing Committee Report For Senate Office Use Only

Attachments Sustainable Agriculture Quality Assurance Plan

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

Date submitted *November 2, 2022*



Sustainable Agriculture Quality Assurance Plan

Date submitted to SSCPR: November 2, 2022

Date Self-Study Report approved by SSCPR: Sept. 22, 2021

Date of External Review: May 19, 2022

SUMMARY OF PROGRAM STENGTHS, CHALLENGES AND OPPORTUNITIES FOR IMPROVEMENT

Program Strengths

- 1) **Relevant content** - Kwantlen Polytechnic University's Sustainable Agriculture program addresses relevant and complex issues related to sustainability such as climate change, regenerative agriculture, sustainable food systems, policy, food security, social justice, and sustainable economics. The food system intersects with all aspects of society and has regional and global reach. The development of a sustainable food system is one of the most critical issues of our time.
- 2) **Values-based program** - The program is uniquely built on a set of core values that inform the vision, mission, curriculum, partnerships, and program competencies. These core values represent a unique perspective that our program brings to the sector. These values are:
 - Sustainability is imperative
 - Good, wholesome, nutritious food is a basic human right
 - Co-creation of knowledge fosters citizen engagement and positive change
 - Pursuit of accuracy and truthfulness are critical for constructive discourse
 - Science is enriched by honoring diverse perspectives and ways of knowing

In alignment with these values, our courses, faculty, staff and learning experiences expose our students to the diverse aspects of society that interface with food system issues. The curriculum allows them to engage with food production at all levels including theory, practice, and policy. This program is focused on empowering students to have the foundational knowledge required to understand what a sustainable food system could look like and give them the experience and confidence to be leaders that facilitate “change from the ground up.”

- 3) **Applied and experiential learning opportunities** - The program utilizes experiential learning, is applied science focused, and provides opportunities to engage with issues currently facing our food system both globally and regionally.
- 4) **The KPU Farm and Seed Lab** – the KPU Farm is a working certified organic farm with several market outlets. Students in the program engage in all aspects of farming, including crop planning, management, marketing, and business throughout the year in order to develop an understanding of what is involved in growing and selling food. Our program is unique in North America in that it requires all students to engage in 12 consecutive months of experiential learning on the farm as well as 12 consecutive months of research. The seed lab also provides an opportunity for our students to learn about seed production and quality and engage with industry partners that utilize the lab.

Sustainable Agriculture Quality Assurance Plan

Program Challenges

- 1) **Limited Enrolment** – our main challenge is increasing enrollment. We are confident there is demand for the program, but the main barrier is communicating who we are and building recognition of our program across our region, Canada and internationally. ~~We believe that the plans outlined in this plan will address this challenge~~ We believe that this action plan will address this challenge by implementing a comprehensive strategy that engages the Future Students Office, Marketing, local high schools, and other post-secondary institutions..
- 2) **Small number of full-time faculty and staff** – the Department of Sustainable Agriculture has three full-time faculty members and one full-time staff. Faculty are faced with remarkably high workloads due to the large amount of non-instructional work associated with building and maintaining the KPU Farm and the Seed Lab as well as working with industry partners and securing grants. As a result, faculty and staff have not been able to access their full vacation or PD days since the start of the program. This high workload has also resulted in challenges in retaining faculty. For our last faculty position hire, the two previous faculty resigned from the position and indicated that high workload was a major contributor to their decision to leave the position. The faculty and staff would like to engage more in recruitment and outreach; however, we have not had the capacity to do this. This workload challenge has presented itself as we have considered how to proceed with this quality assurance plan as there are aspects, we are simply not able to do without additional human resources. Currently, we do not have the capacity to take on time releases as we do not have the ability to cover all our courses. Given that we already have a high dependence on contract faculty to cover required courses, we do not feel it is feasible to increase the reliance on contract faculty.
- 3) **Limited number of courses and topics covered.** Despite that fact that our faculty are all at full and sometimes an overload situation, we are not able to provide students with the full complement of courses that the program should offer. Several of our courses can only be offered once every 2 years to accommodate teaching loads. While some of the topics can be covered by contract faculty positions, this is not possible or ideal for some of our more specialized topics. The focus of the department now is to increase enrollment, however, if enrollment is increased, we will be unable to meet the teaching demands of a full program.
- 4) **New Agriculture Program** – The Sustainable Agriculture program at KPU is still relatively new and has not been able to establish a reputation as one of Canada’s premiere agriculture programs. As most agriculture schools have been in existence for many decades there are well established understandings about which school does what type of work. There is a significant amount of work that must be dedicated to building recognition in our community and abroad.

Opportunities for Improvement

- 1) **Building a strong reputation for the program** – The Sustainable Agriculture program approaches agricultural education from a unique perspective, offering a values-based, science informed, wholistic approach to agriculture. Our program’s distinctiveness offers an opportunity to develop a reputation as an innovative and relevant agriculture program that contributes to the development of a resilient, sustainable food system. We are confident that given the appropriate resources, we will quickly establish a reputation as one of Canada’s top, innovative agriculture programs.
- 2) **Build our capacity to be a regional hub and resource for Agricultural education and innovation.** We are deeply committed to offering one of Canada’s top agriculture degrees that provides students with relevant future-focused experience and skills to be leaders in building sustainable communities. We intend to work with regional, national, and international partners to build capacity within our K-12 sector and industry while building recognition for the program. The KPU Farm provides an exciting opportunity to showcase our degree and draw more students to the program while contributing to the agriculture sector and to our community.



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RECOMMENDATIONS THE QUALITY ASSURANCE PLAN DOES NOT ADDRESS

The Recommendations from the Self-Study Report and External Review Report that this Plan does not address as provided below, with a brief rationale for why these Recommendations cannot be addressed.

Recommendations	Indicate Self-Study Report (SSR) or External Review Report (ERR) and page number	Rationale for Not Addressing
3.7 Explore the possibility of offering micro-credentials	SRR pg. 23, 25 ERR pg. 5	Based on the advice of the ERC and the reality that the department has proposed an ambitious QAP, this is not a high priority and may be explored at a later time. The department has prioritized activities that will build enrollment and improve the program curriculum.



Sustainable Agriculture Quality Assurance Plan

QUALITY ASSURANCE FIVE-YEAR ACTION PLAN

The Quality Assurance **Goals** for improving or maintaining program quality over the next five years are:

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGINS: January 2023 to December 2027

GOAL 1: Build recognition of the Sustainable Agriculture program within the KPU community and externally (regionally, nationally, and internationally)

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
2.2 Create a stronger identity for Sustainable Agriculture at the Richmond campus as a separate and unique program at KPU. This could be done through signage, a stronger presence of our produce at the cafeteria and ideally in all future KPU Food Service tenders/contracts, and more opportunities for all KPU students and community members to engage with the KPU Farm and terrace garden.	SSR pg. 19 ERR pg. 3
2.3 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. This will also aid in low fill rates in courses.	SSR pg. 19 ERR pg. 3
2.4 Consider possible avenues to develop a stronger connection with the KPU School of Business. This may be in conjunction with changes to the Sustainable Agriculture curriculum as discussed in Chapter 3	SSR pg. 19 ERR pg. 3
2.5 Review other university/college-based agriculture programs to determine if new opportunities for transfer credit may exist.	SSR pg. 19 ERR pg. 3
2.6 Conduct review of university/college agriculture programs in the U.S. Pacific Northwest and Canada to identify schools which may be suitable to establish articulation agreements and exchange opportunities with.	SSR pg. 19 ERR pg. 3
2.8 Explore the demand and opportunity for an online high school dual credit course that would be easily accessible to students from all school districts in B.C. (This recommendation would require that additional teaching faculty be added to the program as we currently do not have capacity to teach more courses)	SSR pg. 20 ERR pg. 3
2.10 Provide workshops to KPU staff involved in marketing and recruitment so they can work collaboratively with increased input from AGRI faculty and students in designing marketing materials, websites, social media outputs, and course/program materials or online content, etc.	SSR pg. 20 ERR pg. 3

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2.11 Generate recognition for the program internally, regionally, nationally and internationally through highlighting Sust Ag alumni profiles, courses, KPU Farm activities, community outreach, industry partnerships, particularly those linked to climate change, indigenization and sustainability.	SSR pg. 20 ERR pg. 3
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Actions(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Hold information sessions, presentations, and tours of the KPU Farm for FSO staff, KPU Administration, marketing staff and other departments that have intersecting interests	Rebecca Harbut	6/2022	8/2025	This has already begun through engagement with the marketing department and preliminary discussions with the school of business.
Properly identify the KPU Farm with signage including directional signage (such as place names) and interpretive signage where the public can learn more about our program and farm.	Mike Bomford	1/2023	12/2023	This also requires consultation with the City of Richmond.
Identify specific recruitment strategies for the program together with FSO	Rebecca Harbut	1/2023	12/2023	Due to the uniqueness of our program we feel it is necessary to collaboratively identify appropriate strategies for recruitment
Work with marketing to establish a marketing campaign and materials (including signage and outreach materials, website revamp)	Rebecca Harbut	6/2022	8/2023	Consultations with marketing have already begun
Consult with departments/faculties regarding potential cross-listed/service courses	Rebecca Harbut	9/2022	8/2023	This will be part of our major program revision in hopes of defining the ability to increase the availability of sustainable food systems courses to the broader KPU community as well as find points of intersect with other disciplines and departments
Conduct review of programs in Canada and U.S.A. to identify potential for transfer and articulation agreements	Rebecca Harbut	1/2024	12/2026	This will occur after the program revisions are made.

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				This is only possible with an additional faculty to provide backfill for Rebecca's time release
Expand course offering to include dual credit courses available to BC grade 11 and 12 students	Rebecca Harbut	9/2025	8/2027	This would build on previous work carried out by Dr. Harbut with the Delta School District and would require consultation with the school districts. This will occur after the program revisions are complete and is only possible with an additional faculty to teach the courses.
Conduct PD Days for BC High School Teachers on the integration of Sustainable Food Systems in the BC Curriculum	Rebecca Harbut	10/2023	Ongoing	If successful, this will be an ongoing action carried out in collaboration with the regional school districts

Resource Requirements (if applicable)

Resources required to achieve this goal:

- 1) **MARKETING CAMPAIGN:** funding will be required to support the marketing campaign – amount of funding required will be determined based on consultation with the marketing department.
- 2) **CAMPUS/FARM SIGNAGE:** Signage for the KPU Farm will require support from facilities in both the design and installation of signage, signage on campus to direct people to the seed lab and to the KPU Farm from campus.
- 3) **RECRUITMENT STRATEGIES:** support from FSO and KPU International to facilitate dialogue with local schools and recruitment opportunities and international colleges/universities.
- 4) **EXPANDING COURSE OFFERINGS TO OTHER DEPARTMENTS/FACULTY AND DUAL CREDIT HIGH SCHOOL COURSES;** this would only be possible with the addition of faculty, as we are currently unable to teach any additional courses as our faculty are already at 100%

When resources will be required:

- 1) **MARKETING:** Nov. 2022 – Dec. 2025 3 years of sustained, and significant marketing efforts.
- 2) **CAMPUS/FARM SIGNAGE:** Jan 2023 – April 2023



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3) RECRUITMENT STRATEGIES: Nov. 2022 – Dec. 2027

Faculty and/or Institutional support required:

- 1) MARKETING CAMPAIGN – funding request to support targeted advertising locally, nationally, and internationally
- 2) CAMPUS/FARM SIGNAGE: funding request in to support the design, construction, and installation of signage at the KPU Farm @ Garden City Lands
- 3) ADDITIONAL FACULTY: funding request to support hiring a full time, regular faculty to allow for expanding the course offerings and providing increased capacity to secure time releases either internally or through grants to carry out other work to build the program.

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GOAL 2: Build Connections with industry and community partners

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
2.5 Review other university/college-based programs to determine if new opportunities for transfer credit may exist.	SSR P.14, 15,19 ERR p. 3
2.6 Review other university/college-based programs in the US Pacific Northwest and Canada to identify schools which may be suitable to establish articulation agreements and exchange opportunities with.	SSR p. 14, 15, 19 ERR p.3,4
2.7 Explore the possibility of gaining accreditation through the Agrologists of BC.	SSR p. 10,11
2.9 Increase outreach through social media and websites to share information about the program itself. The staff and faculty in the department manage social media accounts for the department. We have often included student voices in our social media as well. It would be helpful to have a better website that reflects who we are and what we do so that we can direct people to that site.	SSR pg.15, 16
2.11 Generate recognition for the program regionally, nationally, and internationally through providing examples, cases, profiles, and success stories of KPU alumni, highlighting research through engagement in conferences, hosting industry workshops/conferences and field days at the KPU Farm, increasing our community outreach through activities at the KPU Farm, particularly linked to climate change, indigenization, and sustainability.	SSR pg. 10,11,15, 20 ERR pg. 3

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Review of other university/college-based programs in Canada and U.S. to identify potential schools to have discussions with about articulation agreements	Rebecca Harbut	9/2024	9/2026	Pursuit of articulation and transfer will not begin until the program revisions proposed have been completed. A time release has been requested for this as we have tried to fit this into workloads in the past and it has not been feasible. This is a

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				significant undertaking and requires a lot of faculty time.
Work with BC Institute of Agrologists to have program recognized as an approved degree to facilitate alumni attaining membership. Support Sust Ag faculty in becoming registered Professional Agrologists (P.Ag.)	Mike Bomford	1/2023	12/2026	Time is required for the BCIA to review programs and we will therefore be in discussions with them throughout the revamping of the curriculum. A new streamlined accreditation process should allow Mike and Rebecca to be registered without articling, based on years of experience.
Work with marketing to improve online presence as well as signage and presence at the KPU Farm through signage.	Mike Bomford	6/2022	9/2024	This has already begun through consultations with the marketing department
Develop outreach programs in collaboration with industry and community partners at the KPU Farm. These programs will focus on demonstrating production systems, fostering connections between industry components, and facilitating networking opportunities for existing students and recruiting new students from the industry.	Andy Smith	1/2024	8/2027	This is only possible with the additional BCGEU staff
Build connections with indigenous partners to foster indigenous learning and communication on the KPU Farm. Develop joint educational materials related to the KPU Farm at the Garden City Lands that can be shared with the public.	Alex Lyon	8/2022	8/2027	Discussions are underway with Jennifer Anaquod to initiate a joint course offering with Indigenous studies.

Resource Requirements (if applicable)

Resources required to achieve this Goal:

1) ARTICULATIONS/TRANSFER AGREEMENTS - Faculty time will be required to conduct a review of the university/college programs across Canada and US that hold may we well suited to transfer and/or articulation agreements. This may be in the form of time-release but will require we have additional faculty to support the backfill. The program will consult with the FSH Deans office, KPU International and the Office of the Registrar.

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- 2) BC INSTITUTE OF AGROLOGISTS – faculty will use PD time to foster this relationship with the institute and to individually become registered Professional Agrologists (P.Ag.)
- 3) ONLINE COMMUNICATION AND PRESENCE – faculty will consult with marketing to improve the website and to develop marketing materials. While the marketing department has been willing to assist, the lack of faculty time has limited the ability for previous marketing initiatives to move forward. Support in the form time (ie. Faculty time-release, FSH Deans office staff support) will be requested to move this forward.
- 4) KPU FARM OUTREACH/EXTENSION – This will require dedicated time to foster connections with the industry and community partners. Program will seek external funding as well as institutional support for these efforts.
- 5) INDIGENIZATION – We would like to commit time to focus on building relationships with indigenous partners and shift our curriculum to have a focus on indigenous food systems.

When Resources will be required:

- 1) ARTICULATION/TRANSFER AGREEMENTS – Budget support for time release or Deans office support will be requested in 2024-2025.
- 2) BCIA Accreditation – will be carried out using faculty PD time, BCIA registration fees for the faculty will be allocated from the department budget in 2024-2027.
- 4) KPU FARM OUTREACH/EXTENSION 2024-2027–events on the farm such as field days and funding to support engagement with professional community.

Faculty and/or Institutional Support Required:

- 1) Budget request will be submitted to support a time release for a faculty to work on articulation agreements with colleges/universities and dual credit with high schools (time release feasibility is dependent on additional teaching capacity in the department) (Fall 2024)
- 2) Program budget will be requested to support BCIA registration of faculty.
- 3) Budget request will be submitted through consultation with facilities to support development, construction, and installation of identifying signage for the farm
- 4) Budget request to support events on the farm such as field days and funding to support engagement with professional community.



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- 5) Budget request to support a time release for a faculty to work on indigenization programming of the curriculum and at the KPU Farm. (Time release feasibility is dependent on additional teaching capacity in the department) Fall 2023

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GOAL 3: Revise Program to provide more experiential learning throughout the program and ensure all required courses directly contribute to program outcomes.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
3.1 Revise program competencies informed by literature and in consultation with program advisory committee	SRR pg. 21-28; 34,35 ERR pg. 5-6
3.2 Revise learning outcomes to align with the program competencies and potential program revisions. (ie. Learning outcomes that align with proposed track options)	SRR pg. 23, 35 ERR pg. 5-6
3.3 Examine the existing courses and course progression to determine if courses contribute to program competencies and learning outcomes and provide adequate hands-on learning	SRR pg. 25-28; 35 ERR pg. 5
3.4 Identify opportunities for 1 st and 2 nd year students to have more experiential/hands-on learning and interaction with the program and farm.	SRR pg. 25, 26, 35 ERR. Pg. 5, 6
4.1 Improve the opportunities for students in all years of the program to engage in experiential learning and have increased access to the KPU Farm	SRR pg. 36, 43 ERR pg. 7
4.3 Improve retention and graduation rates through earlier engagement with students in the program that are only taking service courses and prerequisites. Ensure that they can participate at the KPU Farm within their first semester.	SRR pg. 39, 43 ERR pg. 7

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Revise program competencies through consultation with advisory committee	Rebecca Harbut	1/2023	4/2023	Potential advisory committee members recommended to Dean's office
Engage in curriculum mapping process to inform appropriate program revisions	Rebecca Harbut	1/2023	8/2023	Started in August 2022
Submit full program revision to relevant committees	Rebecca Harbut	9/2023	12/2023	<u>This program revision will address the feedback received from both students (SSR pg. 25,26) and faculty (SSR pg. 28)</u>

				<p><u>that indicated a need for more hands –on experience and greater breadth and depth of core agricultural topics. Currently, we are missing courses that are important for a foundation in agriculture (ie. Breeding and genetics, insect and disease management, grain crop production). And students are not engaging with the KPU Farm until their 3rd year. Based on this input we are redesigning our program which will require a full program revision to be submitted- This will go through the full process of consultation and governance review.</u></p>
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Resource Requirements (if applicable)
<p>Resources Required to achieve this Goal:</p> <p>A one-course faculty time release (12.5%) is needed for Rebecca Harbut to guide this process in 2023.</p>
<p>When resources will be required:</p> <p>2023</p>
<p>Faculty and/or Institutional support required:</p> <p>Revised program will be submitted through the governance process.</p> <p>Request budget for a one-course faculty time release (12.5%) to guide major program revision process in spring 2023.</p>



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GOAL 4: Create opportunities for students to specialize and make components of the degree available to a broader audience through development of complimentary/laddering credentials.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
2.4 Consider possible avenues to develop a stronger connection with the school of business. This may be in conjunction with changes to the Sustainable Agriculture curriculum as described in Chapter 3.	SSR pg. 11, 19
3.5 Explore the possibility of a new certificate that will follow the 2+2 format	SRR pg. 23, 35 ERR pg. 5

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Engage in consultations with the Melville School of Business to explore the possibility of a track in business management and supply chain logistics	Rebecca	3/23	8/23	As suggested in the ERR, the stage of program revisions will be carried out after the core program has been developed. The priority will be on core program revisions
Engage in consultation with program advisory committee and students to identify opportunity for developing micro credentials and potential 2+2 format within the program	Rebecca, Mike, Alex	1/24	8/24	As suggested in the ERR, the exploration of 2+2 formats will be explored upon completion of the full program revision

Resource Requirements (if applicable)
Resources Required to achieve this Goal:
When resources will be required:



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Faculty and/or Institutional support required:

Consultation with the registrar office to support the exploration of new credentials.

Consultation with the SOB faculty to explore adding a track.

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GOAL 5: Increase staffing in department by 1 BCGEU staff member and 1 full time Faculty.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
2.8 Explore the demand and opportunity for an online high school dual credit course that would be easily accessible to students from all school districts in B.C. (This recommendation would require that additional teaching faculty be added to the program as we currently do not have capacity to teach more courses)	SSR pg. 14,15
4.4 Increase the number of full-time faculty so that the wider range of core agriculture courses can be offered consistently. Having additional faculty will also assist with the workloads that are currently very high on the full-time faculty due to non-teaching work such as research, farm maintenance, marketing and promotion, and administrative committee work.	SSR pg. 42, 43 ERR pg. 7
4.5 Hire a full-time lab instructor to assist with instruction on the farm, student safety training, soil and plant-lab preparation	SRR. Pg. 42,43 ERR pg. 7

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Conduct a review of faculty and staff daily work tasks to determine the activities that are carried out and the time dedicated to it to better understand the specific needs and improve efficiency	Mike	1/23	12/23	Faculty scheduling must allow time for Vacation and PD, according to the Collective Agreement.

Resource Requirements (if applicable)
<p>Resources Required to achieve this Goal:</p> <ol style="list-style-type: none"> 1) Budget request for additional full-time faculty to be submitted to Dean 2) Budget request for additional staff to be submitted to Dean 3) Consult with school districts about potential funding of dual credit courses



Sustainable Agriculture Quality Assurance Plan

When resources will be required: Requests will be re-submitted for 2024-2025 fiscal Resources associated with dual credit course delivery will be requested through consultation with the relevant school districts
Faculty and/or Institutional support required: Support from FSH Dean in the submission for budget request to support additional staff

Sustainable Agriculture Quality Assurance Plan

GOAL 6: Increase reflective practices and indigenization throughout curriculum.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
3.4 Identify opportunities for 1 st and 2 nd year students to have more experiential/hands-on learning and interaction with the program at the farm.	SRR pg. 25, 26, 35 ERR. Pg. 5, 6
4.2 Utilization of e-portfolios to improve and coordinate assessment throughout the program	SRR pg 38, 39 ERR pg. 7

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Consult with Indigenous partners at KPU to identify opportunities and develop strategies for better representation of Indigenous perspectives and issues in teaching and curriculum	Alex Lyon	8/22	8/23	This has already begun.
Consult with Indigenous partners at KPU and develop relationships beyond KPU to work towards Indigenization at the KPU Farm, including development of experiential land-based learning programs.	Alex Lyon	8/22	8/24	This has already begun and will coincide with the line above, with a longer timeline to allow for development of experiential learning opportunities.
Conduct a review of course outcomes to ensure there are specific outcomes focused on Indigenous perspectives throughout the program.	Alex Lyon	9/22	8/24	This will coincide with the rest of our curriculum matching.
Twice per year hold a learning and reflection session for department members to discuss and share insights on adapting Indigenous perspectives in our teaching and curriculum.	Alex Lyon	1/23	8/27	<u>This is to facilitate discussion on these topics both within our department and the broader KPU community-</u>
Develop a strategy for the integration of e-portfolios in a systematic way throughout the curriculum.	Alex Lyon	6/23	8/27	The goal is to start rolling out portfolio assignments in intro classes such as AGRI 1150 and 2250 as a pilot, then extend to



Sustainable Agriculture Quality Assurance Plan

				other courses each year, with a final year of review and fine tuning.
--	--	--	--	---

Resource Requirements (if applicable)
Resources Required to achieve this Goal:
When resources will be required: Consultation on curriculum revision and development – 2023 – 2024 Consultation on developing experiential learning related to Indigenization at the KPU Farm 2024 - 2027
Faculty and/or Institutional support required: Support will be requested from the Teaching and Learning center to support the integration of e-portfolios. Request for PD Funding will be submitted to the FSH PD committee to support Alex Lyon in working with learning consultants to devise a plan for e-portfolio implementation. (This is contingent on having the capacity in the department to backfill her teaching)



Sustainable Agriculture Quality Assurance Plan

PLAN SUPPORTED BY:

Provost’s Name

Provost’s Signature

Date

Dean’s Name

Dean’s Signature

Date



SENATE STANDING COMMITTEE ON PROGRAM REVIEW
Reviewers' Comments: Quality Assurance Plan

REPORT: Sustainable Agriculture Quality Assurance Plan

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 and/or Action in its Annual Follow-Up Report.

OVERALL ASSESSMENT:

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

Reviewer #1: The report communicates urgency regarding staffing and program profile which are in tension with each other. The necessary actions to meet the program's QAP goals are indicated to require additional faculty and staff (and/or time releases), but it is not clear that such hiring is within the scope of program review.

The Report (select 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 Plan:

- Recommendations made in the Self-Study Report and/or External Review Report are not appropriately addressed.
- Goals, Actions, and/or Resource Implications are not worded clearly.
- It is unclear how the Program will demonstrate Progress on a Goal and/or Actions in its Annual Follow-Up Report.

Issue (page #)	Suggested Action
Needs for additional faculty and staff and requests for time releases are mentioned multiple times throughout the QAP. It is unclear how the program will meet any of its identified goals without these additional resources.	Add as an action advocating with the FSH Dean and the larger Institution for additional program faculty and staff.
The additional ask for Faculty and Staff throughout coming across unclear.	Clearly link and identify how the additional requests for faculty and staff could benefit and grow the program based on your SSR and ERR reports.
We believe that the plans outlined in this plan will address this challenge. Page 2 (wording could be clearer)	Rewrite sentence to have a clearer action statement
Identify specific recruitment strategies for the program together with FSO page 5 (missing notes)	Complete relevant notes
Submit full program revision to relevant committees page 10 (missing notes)	Complete relevant notes

Commented [RH1]: We were hesitant to include this as an action item as it falls out of the scope of PR. However, this is indicated in the resources needed to accomplish these actions. It is true that we will struggle to meet the goals focused on changes to the curriculum without additional staffing. However, there are other goals that we are able to meet with our existing staff.

Commented [RH2]: In our SSR we received feedback from students (pg. 25,26) and faculty (pg. 28) indicating that they would like to have greater breadth and depth of topics. (See action item 'Submit full program revision to relevant committees' under goal 3). These changes will require additional courses to be offered in the program. We do not currently have the capacity to add any courses as teaching loads are full.

Commented [RH3]: We believe that this action plan will address this challenge by implementing a comprehensive strategy that engages the Future Students Office, Marketing, local high schools, and other post-secondary institutions.

Commented [RH4]: Notes have been added: "Due to the uniqueness of our program we feel it is necessary to collaboratively identify appropriate strategies for recruitment"

Commented [RH5]: Notes added: This program revision will address the feedback received from both students (SSR pg. 25,26) and faculty (SSR pg. 28) that indicated a need for more hands-on experience and greater breadth and depth of core agricultural topics. Currently, we are missing courses that are important for a foundation in agriculture (ie. Breeding and genetics, insect and disease management, grain crop production). And students are not engaging with the KPU Farm until their 3rd year. Based on this input we are redesigning our program which will require a full program revision to be submitted. This will go through the full process of consultation and governance review.



SENATE STANDING COMMITTEE ON PROGRAM REVIEW
Reviewers' Comments: Quality Assurance Plan

4.4 Increase the number of full-time faculty so that the wider range of core agriculture courses can be offered consistently. Having additional faculty will also assist with the workloads that are currently very high on the full-time faculty due to non-teaching work such as research, farm maintenance, marketing and promotion, and administrative committee work. Page 13	Question. Can non teaching work be a staff position rather than faculty, for admin, and farm maintenance? With research if faculty as mentioned on page one receives a grant or funding does this not then open this FTE for the faculty to hire?
Twice per year hold a learning and reflection session for department members to discuss and share insights on adapting Indigenous perspectives in our teaching and curriculum. Page15 (missing notes)	Complete relevant notes

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 #)
p. 5 in the table under Notes, line 5, there appears to be an incomplete thought.

Commented [RH6]: we have requested a BCGEU position to assist with the farm activities required to deliver our courses and this will help alleviate some of the workload for both the faculty and our currently Farm Manager who has had significant overtime every year. However, as we are an applied program, it is necessary for faculty to be actively engaged in the production of food and build the capacity of the KPU Farm. While these activities are not directly teaching, they are inextricably linked. It is also important to ensure faculty have the capacity to engage in service to both the University, industry and broader community. Currently, our accountable time, which should allow for this is insufficient. The addition of a BCGEU position will help with maintenance and support on the farm so we can engage in more focused efforts on the farm. The additional faculty request will allow us to provide more courses, but also provide more capacity to spread out the service workload and administrative load while also providing capacity for backfill when opportunities arise. In terms of research, we have two different types of research, the first is ongoing analysis, review and improvement of production systems on the KPU Farm. These tend to be informal and not externally funded, but critical to the KPU Farm and our program. The second type of research is externally funded research that has a defined time and scope. At the moment, there is no capacity to pursue these external funding options due to the high time demands and the lack of teaching capacity to provide backfill without excessive reliance on short term contract faculty

Commented [RH7]: added notes: This is to facilitate discussion on these topics both within our department and the broader KPU community-

Commented [RH8]: This will be part of our major program revision in hopes of defining the ability to increase the availability of sustainable food systems courses to the broader KPU community as well as find points of intersect with other disciplines and departments

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Agenda Item: 5.2

Meeting Date: November 23, 2022

Presenters: Laurence Gauvreau, Ana Robles,
Yanfeng Qu, Dana Cserepes, Shelley Boyd

Agenda Item **Minor in Language and Culture Self-Study Report**

Action Requested	Motion
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Recommended Resolution	THAT the Senate Standing Committee on Program Review accept the Minor in Language and Culture Self-Study Report as attached.
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Senate Standing Committee Report

For Senate Office Use Only

Attachments

Minor in Language and Culture Self-Study Report
Minor in Language and Culture Self-Study Report Appendices

Submitted by

Melike Kinik-Dicleli, Manager of Quality Assurance

Date submitted

November 2, 2022



Bachelor of Arts, Minor in Language and Culture Program Review Self-Study Report

Report Submission Date: August 24th,

Program Review Team Members:

Laurence Gauvreau

Ana Robles

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List of Acronyms

CLO: Course Learning Outcomes

KPU: Kwantlen Polytechnic University

PLO: Program Learning Outcomes

LANC: Language and Culture

NR1 faculty: non-regular faculty. Other institutions might call them “sessional” or “contract” instructors.

NR2 faculty: non-regular faculty that are guaranteed at least 50% annualized workload and include vacation, PD time, and benefits such as extended health and dental. Other institutions might call them “sessional” or “contract” instructors.

Memo from Dean/Associate Dean

First, I would like to express my sincere appreciation for the hard work that has gone into crafting the Self-Study Report for the Bachelor of Arts, Minor in Language and Culture. Collecting and analyzing the data is an onerous task. Taking a critical eye to a program means looking at what is working, what is being done well but also identifying areas of concern and determining opportunities and challenges. This document provides ways to move forward.

There were no Program Learning Outcomes (PLO) for the B.A. Minor in Language and Culture. One of the first tasks was to create the seven PLO for the program. As individual course outlines are revised, the linkage between the PLOs and the Course Learning Outcomes (CLO) can be better aligned. The PLOs should be monitored going forward rather than waiting until the next Program Review.

The key issues for students were course offerings, especially intermediate and upper-level courses, the frequency of these offerings, and their ability to progress through the Minor. Rather than taking the courses they wanted, they took what was offered. To do otherwise was to extend the time it took them to complete their degree. Faculty also referenced these issues.

First-year courses are full and there are waitlists for some. There is decreased enrollments in students taking 2nd, 3rd, and 4th year courses. Students need to know when courses will be offered and the frequency of their scheduling. Education Plans provide this information. Upper-level courses can be offered on a rotational basis. The pre-requisites for FREN 2200 & 2201 and SPAN 2200 & 2201 are being revised. This will improve the flow through the program as students can take these courses in any order, rather than having to wait for 2200 to be offered before they can take 2201. Pre-requisites for Linguistics courses should be reviewed.

More general versus specific pre-requisites could attract students to these courses.

Another option that has been utilized in upper-level Japanese courses (3300/3301) is the split-level approach. This could be tried in other language courses. This may address the issue raised by students regarding the lack of upper-level courses for them to take to complete their degree.

With access to an Ed Plan, advisors can work with students to determine the courses they need for the Minor. The department can also offer information sessions so students know what will be offered over the next year or two.

If there are courses in the calendar that will not be offered again, due to faculty retirement, or for other reasons, it would be best to discontinue them. The calendar should reflect the course offerings that are available.

The Self-Study identifies the effort to indigenize the university curricula. CREE 1100 has been offered since Fall 2020 and LING/LANC 3390 since Spring 2017. "There is a dire need for more courses teaching different indigenous languages and cultures." An Indigenous Studies department was formally established on April 1, 2022. Currently there is a faculty member with

a cross posting to LANC and INDG. This should facilitate the development of Indigenous language and culture courses. These departments are uniquely positioned to meet the needs of the university to indigenize and decolonize the curricula. One time only funding may be available to facilitate this.

The Self-Study recognizes the benefits of collaborating with different departments. Asian Studies and LANC is just one example. Ed Plans and scheduling need to be aligned so students can take the courses they want and need. Conflicts in scheduling can be avoided through dialogue. Language courses for the Melville School of Business (MSOB) have been offered but less often of late. Outreach to MSOB should be undertaken regarding JAPN 4410 Advanced Japanese for Business, MAND 4321 Business Chinese I, and MAND 4323 Business Chinese II to determine the demand for these courses. Are revisions to courses necessary? When might they be best scheduled? There is potential for collaborations with the Fine Arts and Creative Writing departments.

Field-schools and exchanges are valuable additions to students' educational opportunities, especially where language and culture are concerned. While COVID-19 meant these opportunities were paused, the department should reach out to the dean/ associate dean and KPU International to restart these options. Risk assessments can be undertaken to ensure the offerings are safe. Access to bursaries and scholarships would assist students who don't have the financial resources available to study abroad to achieve this goal. COIL provides another option to develop links between universities that could lead to exchanges for both students and faculty.

The establishment of a Program Advisory Committee (PAC) should be one of the outcomes of the Program Review. There is an expectation that all programs at the university have a PAC. Maintaining contact with alumni should be a goal for the program.

There is a suggestion of increasing the number of language credits for the Minor by 3. This would still mean the Minor falls within the range (24-30) of credits mandated by the Ministry. The Arts advisors could provide data as to the impact this might have on students' ability to complete the Minor.

The issue of lowering class sizes in 2nd, 3rd, and 4th year language courses for at least two years is not an option currently.

A good start has been made. Addressing the issues raised in the Self-Study needs to be approached from a variety of perspectives. What can be achieved? What are the resources that need to be brought to bear to achieve the desired results. How can the program ensure that students move through the program, taking the courses they want, when they need them and completing their Bachelor of Arts, Minor in Language and Culture in a timely manner.



Shelley Boyd, Dean of the Faculty of Arts

1. Introduction

1.1. Overview of the Program

The Kwantlen Polytechnic University Language and Cultures Department (previously known as The Modern Languages Department from 1981-2014) has been part of the Faculty of Arts for more than four decades since its establishment in 1981. The last Program Review was completed in October 2011, and since this time the department has progressed and evolved to provide our students with courses that give a richer understanding of diverse cultures, skills in communication and a greater understanding of languages.

The distinctiveness of our department is that there are eight different specialties within our unit: Cree, Cultural courses (LANC), French, Japanese, Linguistics, Mandarin, Punjabi, and Spanish. Culture Studies further comprises both cultural studies in general and cultural courses specific to a language area. This being said, the program has thirteen different mini areas: 6 languages, linguistics, and 6 kinds of language and culture courses.—This gives the students the liberty to choose from a variety of courses at different levels. Most of the courses offered in our department are transferable to other institutions including UBC, SFU, and UVIC, for students who want to continue their education elsewhere.

In 2013 the LANC Department launched a Minor in Language and Culture under the Bachelor of Arts Framework. Students pursuing a Minor in Language and Culture must be admitted to KPU for undergraduate studies and must declare it as part of a bachelor's degree. The objective of the Minor in Language and Culture is to provide students with skills and knowledge that are valuable in the interconnected and diverse contemporary world we live in. Our Language courses (Cree, French, Japanese, Mandarin, Punjabi, and Spanish) also fulfill the Second Language Requirement for the Bachelor of Arts Degree. All the courses and Minor programs offered by the LANC Department are offered at an undergraduate level. Students in the program develop strong linguistic, communicative, and cultural competencies. The Minor also enhances their critical thinking, abstract reasoning, and problem-solving skills.

Program requirement:

The Minor in Language and Culture requires a minimum total of 24 credits, of which 18 must be 3000 level or higher. The credits are divided in the following way:

- 3 credits in a Linguistics (LING) course at the 1100 level or higher, plus
- 3 credits in a language course at the 2000 level or higher, plus
- 12 credits from courses offered by the Department of Language and Cultures at the 3000 level or higher, plus
- 6 additional credits from courses at the 3000 level or higher selected from:
 - courses in the Department of Language and Cultures, or
 - approved culture-related courses in other disciplines.
 -

1.2. Program Department

The Language and Cultures Department consists of twelve regular faculty. Four out of twelve are full-time and eight are part-time (ranging from 87.50%-50%). One more instructor will also be regularized at 75% starting in September 2022. During the terms, we also have ~~visiting~~ faculty employed as Non-regular Type 1 and Non-regular type 2 to cover short-term staffing needs. In the language courses of Japanese, Mandarin and Punjabi, conversationalists are hired to provide additional assistance to the students in the conversation labs. Four conversationalists are hired (two in Japanese, one in Mandarin, and one in Punjabi). All our faculty and supporting staff offer up to date courses using a variety of pedagogical methods and tools.

1.3. Program Purpose

The current purpose of the program is to prepare students for an increasingly diverse and interconnected world. Students will develop strong linguistic, communicative, and cultural competences, both written and oral, in the languages and cultures of study. They will be prepared for both graduate programs and employment opportunities in a wide range of fields that benefit from cross-cultural communication and competence. The program includes courses in several departments, reflecting the diversity and interconnectedness of today's society. It also permits a variety of international experiences to encourage students to take up to one year of their studies in Study Abroad opportunities.

No significant changes have been made to the purpose of the program from the time that it was first proposed and approved in 2013. However, the field schools and exchange opportunities component are one area of the program that has had to adjust. At the start of the LANC Minor program, existing field schools and exchange programs continued, while new opportunities were also introduced. However, about seven years ago, all field schools were suspended due to allegedly inadequate risk assessments. Due to anticipated insufficient enrolment, Japanese field schools were cancelled. More recently, all field schools and exchange opportunities have been suspended during the pandemic.

1.4. Issues for Program Review

~~Everyone working in post-secondary education experienced~~ ~~One change everyone experienced in post-secondary education is~~ the possibility of online education during the pandemic, and the changes it brought to the discipline. Our program seems ~~suited for~~ ~~founded the to~~ different course delivery modes that have increased due to the pandemic. We are ready to move forward with different deliveries or teaching modalities to better serve our students moving forward.

Another change related to our discipline is the effort to ~~i~~ndigenize universities curriculums. As the first steps in the Indigenization of the LANC curriculum, CREE 1100 was added in Fall 2020, and LING/LANC 3390 in Fall 2016 (taught for the first time in Spring 2017). Both courses have been very successful since their inception. There is a dire need for more courses teaching different Indigenous languages and cultures, as well as in and about them.

As our department consists of 13 different mini areas, each area has experienced different enrolment trends in recent years. French has been the biggest gainer in enrolment, with a second regular full-time instructor added as well as several in-demand sections taught by NR1s. 1st-year Spanish courses and Bhangra courses have also witnessed a surge in enrolment. In contrast, Japanese has experienced a downward trend, like in most similar institutions in BC. 2nd-year Spanish courses have also experienced lower enrollment.

Finally, the current fit between the program and industry and further studies seems to need improvement.

2. Curriculum Review

2.1. Pathways for Graduates

Graduates of the Minor in Language and Culture will develop skills and knowledge for employment in socio-culturally diverse communities characteristic of today's globalized urban centers. Moreover, employers know that in our increasingly economically interdependent world, students with linguistic and intercultural competencies bring with them marketable skills, especially the ability to interact confidently with people of different cultural and linguistic backgrounds, in person as well as online. Future career prospects are found in a wide variety of industries where cross-cultural communication skills are in high demand, such as business, education, finances, foreign affairs, government, health care, immigration, media, research, tourism, and transportation.

The Minor in Language and Culture may be applied towards any KPU bachelor's degree and is particularly relevant for students within Bachelor of Arts programs in Anthropology, Asian Studies, Criminology, English, History, Journalism, Music, Political Science, Sociology, and Business, to name a few areas. While enhancing existing KPU degree programs, the Minor also provides students with a solid foundation in oral and written skills for entry into graduate programs across Canada and abroad.

In addition to enhancing professional and academic opportunities, the linguistic and intercultural competencies developed by the program's focus on language, linguistic and intercultural learning contribute to building strong community ties. In a presentation at the 2012 KPU Modern Languages Department conference on Language and the Intercultural Mind, ~~Sergeant Baltej Dhillon (NCOI/C Operations Provincial Intelligence Centre of BC)~~, a former KPU student, working for NCOI/C Operations Provincial Intelligence Centre of BC, emphasized the important role his multilingualism and cross-cultural skills have played in investigations, community outreach and collaborative work in the community. Acquisition of such cultural sensitivity can help graduates engage in, interact with, and contribute to their communities.

Along with enabling graduates to lead a more fulfilling life as members of their local communities, the Minor in Language and Culture also promotes global citizenship. As our world faces global sociocultural and ecological challenges, graduates of the program will have acquired the necessary intercultural skills needed to effectively engage with and take a leading role in different communities' focus on sustainable development and global citizenship. The global citizenship skills instilled in the LANC program also enhance graduates' adaptability to increasingly mobile and flexible lifestyles, helping them develop pluralistic views of our contemporary world.

As our world starts the long process of coming to terms with its long colonial history, ongoing efforts at Indigenization and decolonization of LANC curricula can contribute to our graduates gaining a richer understanding of the complex and diverse Indigenous cultures and nations of the world. In addition to having started the process of incorporating decolonization into our existing

language and culture curriculum, our graduates now have the opportunity of taking a Cree language and culture course as well as a survey course in Indigenous languages in Canada.

The focus of our LANC Minor program on understanding the internal and social functions of language, including competency in additional languages, also allows our graduates to become more reflective and aware of their primary language and culture. It is very common to hear students say that after taking language courses, they are linguistically and culturally more aware, recognizing parts of speech in sentences, or that their language use represents cultural values or norms from their own culture, which they previously had never known.

Lastly, as has been shown in multiple studies¹ (~~see Standing Committee on Language Articulation's "Language Learning is vital for BC's Future" for references~~), the learning and speaking of another language, central to the Language and Culture Minor curriculum, positively affects a multitude of cognitive and social abilities (such as better memory function, better attention and task-switching capacities, improvement of performance on tasks that require conflict management, better adjustment to environmental changes, and less cognitive decline in old age). The development of these cognitive and social abilities together with the program's focus on intercultural communication contribute to a meta-linguistic ability to "read" situations in context and a better perception of the communications needs of others.

The Career Pathways Map of the program is presented in Appendix A.

2.2. Program Learning Outcomes

The BA Minor in Language and Culture did not have any PLOs when this Program Review started.

We created the following PLOs based on the previous section (2.1). By exploring which pathways graduates could take once they completed the minor, we established some competencies students need, in order to follow these pathways. Then, we gathered these competencies into "buckets" which represent larger skills. Finally, we translated these skills into the following statements.

¹ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3583091/>
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4341987/>
<https://serious-science.org/cognitive-advantages-of-bilingualism-2-2610>
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4706931/>
<https://brainconnection.brainhq.com/2019/12/01/the-cognitive-advantages-of-balanced-bilingualism/>
<https://www.june29.com/cognitive-benefits-of-bilingualism-the-evidence-so-far/>
<https://www.frontiersin.org/articles/10.3389/fpsyg.2022.1016777/full>
<https://studycorgi.com/cognitive-advantages-of-bilingualism/>

A student who successfully completes the BA Minor in Language and Cultures will have reliably demonstrated the ability to:

1. Recognize the internal functions of language.
2. Reflect on the internal and social functions of language.
3. Use the target language at an intermediate level in different communicative contexts.
4. Apply language appropriately and effectively when communicating with people of different cultural and linguistic background.
5. Examine materials in which cultural traditions, beliefs, values, behaviors, norms, ways of thinking, challenges, or points of view are involved. Such materials could include visuals, texts, and discourses.
6. Recognize the pluralistic views of the contemporary world.
7. Integrate a global mindset in personal and professional settings.

The Competencies are presented in Appendix B.

The Competencies aligned with PLOs are presented in Appendix C.

2.3. Essential Skill Development

This section explains how well the Language and Culture Minor program is helping students attain the following essential skills.

To assess how well the program addresses the 13 essential skills, we reflected on the major teaching and learning methodologies that our instructors use most in the classroom. From the 12 regular faculty members, we received 7 completed surveys. The following section is partially based on the received feedback.

On average, the lecture component receives the highest score across the 13 skills, which speaks to how much efforts instructors have put in their teaching to develop all the skills.

On average, oral skills (#2), writing skills (#6), reading and information skills (#7) and intercultural skills (#11) receive consistently higher scores, reflecting our faculty's commitment and efforts to reinforce students' skills in speaking, reading, writing and intercultural competences, which are the core objectives of the courses offered by our department.

Creative Thinking and Problem-Solving Skills

First, language, culture, and linguistics classes help to develop these skills by the nature of their learning process. Reading or listening to a foreign language (while trying to learn it) or trying to communicate with someone with a different cultural background is a constant problem-solving exercise. Therefore, learning how to communicate in a different language or within a new culture is an ongoing problem-solving activity.

Indeed, in our program, students learn how to notice gaps in their understanding of what is being said, presented or read, and to try to make sense of the main ideas, instead of trying to understand each word or every single element of a discourse. They also learn how to negotiate meaning, appropriately ask for clarification, and find effective ways to reformulate or rephrase their ideas when they face a communicative task even if they lack some words, structures, or understanding to accomplish it.

Therefore, our instructors provide authentic problem-solving questions for students to practice at the appropriate course level. Students could be asked to explain why there might be cultural disagreements or confusions in a given situation and how to navigate (ask, explain, and reformulate) these differences successfully. Navigating the use of formality correctly (informal or formal) depending on the situation is another example. Finally, instructors encourage students to use and develop problem-solving skills to come to grammatical conclusions and see patterns in the language. In short, our instructors are providing students with tools and content to help them resolve the puzzle of communication or intercultural interactions.

Oral Skills

Our language courses, in which oral communication is a central component, are particularly well-equipped to develop oral skills for our students. Our main method for teaching languages is a communicative approach based on the idea that learning a language successfully comes through having to communicate in real-life situations. Therefore, our instructors focus on speaking in the target language as much as possible in the classroom, rather than focusing on talking about the language. This method often implies repetitive oral practice and student-student cooperation through a variety of guided oral conversations and discussions, which also helps to develop interpersonal skills (below). During these activities, our faculty endeavor to engage everyone when speaking, including students who for a variety of personality, linguistic, or cultural reasons are quiet. We also constantly update oral language activities to reflect new or current real-life contexts and situations. The lab component for our lower-level Asian language courses contributes to the oral skill development as well. Finally, linguistics courses develop oral skills as aid to pronunciation.

Even though this skill seems to be addressed strongly in our language courses, the Minor requirement for both language and linguistics courses is only three credits, and many 2nd and 3rd year language and linguistics courses have not been offered for a long time due to sections cuts. Thus, many would likewise recommend the language requirement of our Minor to increase to 6 credits instead of 3. It would also be important that the lab component of language courses is at least maintained, if not extended.

Finally, regarding language courses, some faculty noted that “keeping the small class sizes is essential.” Indeed, learning to speak a new language involves intense interactions between the instructor and students and among students. Teaching pronunciation and providing feedback during oral activities require individual attention from the instructor, which is very hard to achieve with large groups. According to research, the optimal class size for languages is between 5 and 17 students²~~16~~; in contrast, we have had 27 with no TAs or markers. Reducing or at least maintaining the current class size is crucial to ensure student learning success in achieving this skill.

Interpersonal Skills

Language and intercultural skills are tools of communication and honing interpersonal skills is a major objective of our teaching. Appropriate and effective communication (with people from a different linguistic or cultural background) plays an important role in interpersonal competencies and is~~seems~~ essential to interact or collaborate effectively with others. In the program, language and culture-centered activities often highlight what interpersonal skills are expected from students as they account for learning or communicative objectives. Indeed, many activities and assignments focus on effective interactions with others, asking students to exchange messages (verbal or written) in a variety of situations (casual conversations with friends, sending an email to ask for information, asking for help, giving advice, expressing an opinion, etc.) in order to complete a certain communicative task effectively.

It is important to point out that the development of interpersonal skills also benefits from small class sizes as trying to help students to develop interpersonal skills in another language or culture necessitate case by case attention in the classroom. Students need guidance by the instructor at different degrees when it comes to explaining why an interaction was not effective and how students can find solutions to the misunderstanding they are facing. Again, reducing or at least maintaining the current class size is crucial to ensure student learning success in achieving this skill as well.

~~We might finally recommend offering more opportunities for our students to engage and collaborate with others: tutoring and mentorship opportunities, and collaboration projects with other universities abroad.~~

Teamwork and Leadership Skills

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<https://www.coerll.utexas.edu/methods/modules/classroom/02/howmany.php#:~:text=From%20the%20Literature%20on%20Class,is%20between%2010%2D12%20students.>

<https://www.coerll.utexas.edu/methods/modules/classroom/02/howmany.php#:~:text=From%20the%20Literature%20on%20Class,is%20between%2010%2D12%20students.>

https://www.researchgate.net/publication/220531704_The_Effect_of_Class_Size_Reduction_on_Foreign_Language_Learning_A_Case_Study_1

Teamwork skills are developed in most language and culture courses due to the nature of their content. When learning a language, students must work together. Communication with peers allows for collaboration on tasks that focus on how language constructs meaning, how language meaning is negotiated, how to increase comprehension, and, overall, on how to make sense of what is said, heard or read.

When studying different cultures, students learn to contribute to each other's learning experience as well. Sharing each other's cultural perspectives allows students to notice different ways to interpret events or behaviors, and consequently to question or relativize their point of view. Teamwork is often essential to grasp the diversity of viewpoints about a certain topic and students need one another to realize and interpret the many ways one can see the world.

Also, most of our courses have team projects which not only allow our students to review and apply their course contents, but also empower them to hone their teamwork and leadership skills as well as to find their role when it comes to contribute to the teamwork.

Facilitating the development of teamwork and leadership skills can also be achieved outside of the classroom. A recommendation for this could be to offer more tutoring or mentorship opportunities for students to help and inspire other students in lower-level courses. Another recommendation is to take part in the already established KPU COIL Program for Students' initiative, which offers opportunities for students to work with larger international communities. KPU, through the COIL Program, has established partnership with international universities so faculty and their respective course(s) could engage in collaborative projects with them, allowing students from different countries to learn and collaborate. These collaborative projects could also lead to language exchange.

Personal Management & Entrepreneurial Skills

The development of this skill set does not seem as strong as the previous ones. Some faculty noted that "Entrepreneurial skill is a business term, and not every subject area is suitable to cultivate it. A better word will be innovation and advancement skills which sound less mercenary."

It is still important to point out that the culture course LANC 3150 does incorporate the development of personal management skills as it pertains to the development of intercultural competences within a specific intercultural context chosen by the student. In this context students must develop an intercultural competence plan to apply, manage, and measure intercultural growth. Since a considerable number of students choose their workplace as their intercultural context, LANC 3150 also facilitates students to apply leadership skills in relation to their work or business engagement.

For improvement, some faculty suggested "using e-Portfolio to record their (students') progress and improve their management skills, and it will help their learning." We might also recommend increasing work-related opportunities for students.

Writing Skills

One of the primary goals of our courses is to teach students how to write in the foreign language they are learning. In addition, culture and linguistics courses assist students to write in English as most courses have writing assignments or writing components. Hence, our courses help students to write accurately, but also appropriately, depending on contexts, and considering the cultural distinctiveness of the reader.

In the program, students also learn to communicate effectively and appropriately when writing in a variety of different real-life situations (summarize, explain, convince, inform, etc.) and in a variety of contexts (formal, informal, etc.)

Reading and Information Skills

This skill is deeply intertwined with the previous one. In language courses, the primary linguistic skill of an educated person is to read and write, with reading as the receptive skill, a precursor to writing. Therefore, language and linguistics courses often ask students to explore written material and teach them how to make sense of it, even without knowing the meaning of every word.

Many language and culture courses also provide, as faculty reported, a “variety of authentic reading materials of practical needs and opportunities for students to explore written materials of their choice and share their interpretations with peers.” Therefore, many courses in the program develop these skills when students are asked to read, in the classroom or as a homework, newspaper or websites articles, blogs, or social media posts, for students to either summarize, analyze, interpret, or criticize the given text.

Visual Literacy Skills

Visual Literacy is incorporated in many aspects of our language and linguistics courses. Students can develop this skill when we use pictures, charts, videos, web pages, art, graphic novels, and comic strips in the classroom. These resources are essential in our teaching because they make the material engaging and interactive. Students not only learn to make meaning of images and visual aids but also make connections between what they are learning and what they see. This skill also promotes discussion and interactions with others since it allows for personal interpretations.

Learning cultural competencies involves this skill as well. Students are asked to read and reflect on visual media, with which we communicate, exchange ideas, and navigate the world. One main goal of several culture courses is to develop this skill for students to interpret the visual actions, objects, or symbols around them, which could be interpreted or could mean something different

depending on different cultural perspectives. This being said, some LANC courses in the program incorporate a visual literacy project, such as LANC 1150, 3150 and 3450.

Mathematical Skills

This skill does not seem very strong in our program. The subjects and topics taught within the Language and Culture Minor are mainly not linked to mathematical skills.

However, we do teach numbers in foreign languages and include some equations. In our Business Mandarin courses, basic business math skills are taught in Mandarin and applied in student assignments. We also offer Japanese and other Asian cultures business-related courses.

We ~~might~~ recommend offering more of our existing business-related courses, although we know some have not been offered for a while due to low enrollment.

Technological Skills

The program does a good job in developing students' technological skills. Technology fits our program in two major ways. First, by capitalizing on the technology *Moodle* as a pedagogical platform, with all its embedded technological features, for students to access our program in different delivery formats (online, blended, f2f, etc.) Second, in addition to the embedded technological features, the Teaching and Learning Commons, and the digital world in general, provide faculty with further technological venues that students can use to demonstrate learning objectives. For example, in some classes, students must demonstrate a learning objective using digital literacies aligned with the competences expected to be developed in the course.

We have also been keeping and adding more diverse forms of technology and developing evaluations by means of videos, social media, e-portfolio, and websites. Some faculty take workshops such as those on e-Portfolio as e-Portfolio is a component of Arts BA Framework. One faculty member is also going on educational leave next year, and the project to be developed relates to digital literacy as it will contribute to the field of open education.

Lastly, most language and linguistics courses provide many resources to students such as "text to speech" websites, free applications like Duolingo, and free websites with online activities.

Intercultural Skills

The Language and Culture Minor help students attain this skill in most courses.

Teaching a foreign language necessitates the teaching of the culture associated with the language, as some words or expressions become meaningful only when paired with an understanding of some cultural aspects. Listening to music or watching scenes of movies or TV shows are also tools used in language classes to engage students and develop listening skills, grammar, or vocabulary.

LING 1300 and some LANC courses focus especially on teaching different cultures (albeit in English); two of our culture courses, LANC 1150 and LANC 3150, teach these skills in depth as these LANC courses focus on Intercultural Communication Competence and Development respectively.

Students take language, linguistics, and LANC courses conjointly to get a deeper understanding of cultural differences and to enhance their intercultural skills. It is therefore our conclusion that the program does a great job in this area.

Citizenship and Global Perspective

Some culture, language, and linguistics courses in the program help students to realize and reflect on how they see the world through a particular cultural lens. Therefore, students examine how they perceive and understand their identity, the identity of people around them, or who they interact with, which can lead to an awareness about what goes into shaping culture.

Also, many elective courses in the program, mainly related to history, develop this skill by showing students how to consider the nature of an issue or phenomenon globally in order to make sense of it.

The program's efforts in Indigenizing our curriculum also contribute to fostering citizenship and global perspective skill.

Finally, ~~t~~The existing Study-in-Shanghai and Study-in-Japan programs ~~four to eight week program~~ offers not only teamwork and leadership building opportunities, but also offers authentic global experiences. Study-in-Shanghai is organized under the auspices of the Canadian TCSL Association and attended by our KPU students from 2008-2019.

Again, as a recommendation for improvement, working with existing or developing COIL initiatives is another area we can work on, as mentioned before. ~~The existing four to eight week program offers not only teamwork and leadership building opportunities, but also offers authentic global experiences.~~

Independent Learning

This skill seems well developed in the areas of writing/homework, student presentation, online teaching, and multi-media. This is especially poignant and true given the conversion of course online delivery over the past two pandemic years, where many courses added an asynchronous component to help address the challenges inherent in online teaching and learning. The asynchronous component features self-study sessions where students utilize resources provided online or in print to learn anytime, anywhere, and for whatever period of time. Many of our courses have continued to develop students' independent skills by keeping some asynchronous components (homework, readings, videos to watch before coming to class), even when coming back to face-to-face education.

Language and linguistics courses also provide many resources students can use outside of the classroom, to learn on their own, such as “text to speech” websites to practice listening and pronunciation skills, free applications like Duolingo, and free websites with online activities. Instructors also understand that students have access to the Internet at the tip of their fingers, at any time. Consequently, teaching students how to use online translators effectively or how to use educational resources online, on their own, has become a part of many language, linguistics, and culture courses, even if some Beginner I language courses (which are not part of the Language and Culture Minor) still discourage it.

2.4. Curriculum Assessment

Program Learning Outcomes

The program learning outcomes have just been created, for the purpose of this review. You can refer to section 2.2 to know more about how we created them. Therefore, we don’t think we must review them now, but rather during the next program review, in a few years.

Course Mix

Before doing a gap analysis, it is important to mention some details to take into consideration.

- LANC 4320 (Understanding Japanese Culture through literature) has never been taught and the person who developed and could teach this course has retired.
- We do not plan on offering FREN 2220 (French Oral Skills) in the future. It has not been taught for years, and it is meant to address PLOs already well addressed by other 2nd year French courses.
- ASIA 3255 (Gender in South Asia) and POLI 3146 (Governments and Politics of India) have not been evaluated ~~because neither faculty member who can respectively evaluate these courses has answered any of our emails~~ due to lack of input from the faculty members who have taught these courses and who could evaluate them.
- Out of all the 54 courses listed, there are only 28 regularly offered courses that are considered “core” (not electives). We predominantly took these courses into consideration to complete the following gap analysis.

Gap Analysis

First, we analyzed the data to see if some PLOs are overly emphasized in the courses. PLO #5 and #6 seem overly emphasized, but we think it is only due to the nature of the main focuses of this Minor. Learning a language, cultural perspectives, or intercultural competencies require learners to examine materials that display traditions, beliefs, values, etc. The examination of this material

is often the way to address all other PLOs and course materials, and therefore most of our courses have one or two CLOs related to PLO #5. As for PLO #6, learning about other languages or cultures inevitably leads to recognizing the differences between the new language/culture and the native language/culture of students, which implies recognition of the pluralistic views of our world. Finally, several courses addressing these two PLOs are electives. If we focus on core courses, these PLOs are more emphasized than others, but not overly emphasized.

Secondly, we analyzed the data to see if some PLOs are not adequately addressed in the courses. PLO #2 is not as well addressed as the other PLOs. However, this PLO is quite complex for a minor, using the verb “to reflect”, and we find it normal that there are not a lot of courses addressing it, especially not advancing it.

Thirdly, some CLOs in FREN 3110, LANC 3310, LANC 3320, and LANC 4320 seem loosely connected to the outcomes of the program. These CLOs mention “writing well-developed essays” that are not in the target language, and not addressed to people from different cultural or linguistic backgrounds. These loosely connected CLOs can also mention “analyzing discussions or debates or reports” that ~~that~~ are not in the target language. The topics of the material to analyze are not specified, so we cannot link them to PLO #2, #6 or #7. We ~~might~~ recommend modifying these CLOs to include more details about the topic of essays or about the material to analyze. Otherwise, all loosely connected outcomes are from electives courses, which is somehow expected. If there are any in electives, multiple other CLOs are strongly linked with the Language and Culture Minor as well.

Fourthly, some PLOs do not seem to provide a progression from more introductory outcomes, in early courses, to more advanced outcomes in final courses.

Courses that “introduce” PLO #1 and #2 are not numerous. They are also mostly 3rd and 4th year, and several are electives or not offered. We ~~might~~ recommend offering 2nd year courses that introduce PLO #1 and to review the CLO of 2nd year language courses, so they “introduce” PLO #2.

Courses that “introduce” the PLO #3 and #4 are not numerous either, but it seems somehow normal. The Language and Culture Minor does not include first year language courses, but only 2nd, 3rd and 4th. For this reason, there are no courses introducing PLO #3, as students have already been introduced to the language they chose (pre-requisites) before taking a 2nd, 3rd or 4th year language course. Regarding PLO #4, it also has to do with the fact that the minor only includes 2nd, 3rd and 4th year language courses. Students have usually already been introduced to this PLO before starting the Minor, as beginner language courses (pre-requisites) always introduce the use of formality, for example, and evaluate students on their capacity to answer simple questions effectively, that is to be understood when answering simple questions (verbally or written).

Courses that “advance” PLO #1, #2, #3 and #7 are not adequately addressed. This might seem normal regarding PLOs #2 and #7, which are the more complex PLOs of the program. Advancing complex PLOs is hard within a Minor program, for obvious reasons. However, PLO #1 is advanced in one offered course and PLO #3 in 4th year mandarin courses only. We might want to start

offering 3rd or 4th year courses that advance these PLOs or to review the CLOs of some courses, so they address and “advance” these PLOs.

Prerequisites Analysis

Finally, we assessed if our outcomes show that the courses for which we have prerequisites need these requirements. The prerequisites in place for the ASIA, JAPN, MAND and LANC courses are appropriate and do help students to come prepared to acquire the learning objectives in the courses which require the prerequisites. We are unable to assess PUNJ courses right now as the instructor suddenly left for a sick leave. However, some linguistics, French and Spanish courses would have some recommendations regarding their prerequisites as explained below.

First, the only linguistics course with prerequisites is LING 2120. Other 2nd and 3rd year linguistics courses do not have specific linguistic prerequisites, and the instructor must start the structural discussion from scratch every term. We understand that it allows for higher enrolment but we ~~might~~ recommend creating a better progression, through prerequisites, for linguistics courses, if we are given the opportunity to expand this discipline and offer 2nd or 3rd year courses again/more regularly.

Second, we notice that language courses 2200 and 2201 have very similar CLOs, almost identical, but have different prerequisites. Japanese and Mandarin 2200/2201 are satisfied with the prerequisites of these two courses, increasing the difficulty from 2200 to 2201, since learning new characters adds a substantial challenge for students which requires a progression from a course to another. On the other hand, French and Spanish 2200/2201 might recommend some changes regarding their prerequisites, to allow students to take these two intermediate language classes in any order and not sequentially.

Opportunities to learn French in Canada are very diverse (French immersion, French 11 or 12, student exchange, having lived in Quebec before, having Quebecor or French family members, etc.) and, similarly, Spanish-speaking students also come from very different backgrounds and learning experiences. Over the years, we have noticed various backgrounds and fluency levels of students in these two courses/disciplines, and it seems that the prerequisites of FREN 2200/2201 and SPAN 2200/2201 do not help to sort students in the adequate intermediate level.

As it was challenging to teach students with such a variety of knowledge and fluency, even if they all theoretically belong to the assigned classroom, one of our French instructors redesigned both courses to eliminate using a textbook. FREN 2200/2201 now offer a review of the basics during the first two weeks of the term, to deal with the diversity of levels, skills and fluency of students enrolled in these courses. The two courses address different grammar, vocabulary, and cultural skills, at an intermediate level, but without increasing the difficulty from 2200 to 2201 as they have extremely similar CLOs. In the case of SPAN 2200/2201, these courses are also zero textbook and have a community collaboration-based curriculum. Unfortunately, SPAN 2200 and 2201 have not been offered since 2019 and are not currently part of the Ed Plan due to an enrollment that was considered low by the leadership of the Arts Dean's office.

Therefore, we ~~might~~ recommend changing the prerequisites of FREN 2200/2201 and SPAN 2200/2201, making them identical, to allow students to take these courses in any order. We hope that this change would also increase enrollment by allowing students to take an intermediate French or Spanish course during the fall and spring semester without having to wait and start with 2200 level, which is only offered during the fall.

The full curriculum map is presented in Appendix D.

3. Program Relevance and Demand

In this section, we will refer to many surveys and data, which you can find in Appendix F (Student, Faculty, Alumni, and Discipline Survey Reports) and Appendix G.

3.1. Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?

88% of surveyed students and over 90% of alumni agree that the program's curriculum is relevant to their career goals. Students and alumni comment positively on the flexibility of the Minor and the diversity of the languages, cultures, and topics available. Alumni also commend the inclusion of linguistics as part of the program. Alumni remark on the usefulness of the intercultural competencies that they acquired in the program:

"I gained valuable communication skills through my language classes that I use on a daily basis in my current career. I learned how to better adapt to other cultures, and how to be more open-minded to cultural or communicative differences. "

70% of students and 63% of alumni are satisfied with the academic content of the program, whilst 20% of students and 36% of alumni are dissatisfied to some degree.

To strengthen the program, students ask for more courses on Indigenous languages, cultures, and knowledges. This is in line with KPU's Academic Plan to "undertake an authentic indigenization of our education delivery and content as part of our efforts to increase Indigenous participation at KPU".

Students and alumni alike also suggest that content on Asian languages and cultures be broadened to include content on North and South Korea, the Philippines, Singapore, Thailand, Vietnam, etc. It appears that many of these students have combined the LANC BA Minor with a degree from Asian Studies. Students' comments indicate that more co-operation in course development with the Asian Studies department would better serve these learners.

A challenge not directly related to the PLOs but one that affects their ~~attainment~~attainment, or the reputation of the program is the difficulty students face due to upper-level courses not being offered at regular intervals. Students find desirable courses, but may wait years before they are offered, sometimes graduating before they are available. It is obviously impossible to ~~attain~~attract more students or to advance some –PLOs when the courses that lead to those objectives are not accessible.

The faculty view all PLOs as relevant to the current needs of the discipline, with 80% of members viewing most as very relevant. PLO #5 is deemed lower than others, but still 100% relevant.

In considering the program as a whole, faculty are less satisfied. Only 60% of members consider that the program prepares students for a career in the discipline, with 30% being neutral on the

matter. 80% see that the program prepares students for further education in the field, and that the program curriculum is relevant to the needs of the discipline. Only 20% of faculty are very satisfied with the program, although 50% are somewhat satisfied and 10% neutral. 20% are somewhat dissatisfied.

Like students and alumni, faculty laud the program for its unique range of learning opportunities, diversity and flexibility:

“The most unique aspect of the program is the flexibility that it offers students to combine knowledge about different languages (from Indigenous Cree to European French to mostly Latin American Spanish to Japanese, Mandarin and Punjabi from Asia) and cultures (the former and many more) from around the globe. A student can focus on one area or study very broadly. In a world with the current level of globalization, the LANC Minor can offer students in any faculty an edge in working with individuals from diverse cultural and linguistic backgrounds.”

“It prepares students for an increasingly diverse and interconnected world as students learn linguistic, communicative, and cultural competences. Students receive a strong foundation for both graduate programs and employment opportunities in a wide range of fields that benefit from cross-cultural communication and competence, including working abroad.”

However, the admirable diversity of offerings by the department comes with a cost, and many faculty mention that the language proficiency component of the program needs to be strengthened. Several faculty suggest that the language requirement of the program be raised higher. However, regularly offering third and fourth year language classes is not possible in the current climate that often requires full enrolment. Consequently, 30% of faculty consider that the program only helps students achieve learning outcomes #1 and #3 to a small extent; the equal number for outcome #7 is 20%.

Like students and alumni, faculty also note that the upper-level course offerings should be made more consistent, so that a student can proceed from an introductory course through the fourth-year studies without breaks, as this builds upon and enforces acquired knowledge. At the moment, upper-level language courses are offered on a rotation every two years, where some students graduate before being able to enrol in the higher-level courses.

The availability of conversationalists to support language learning is also mentioned as a strength.

Faculty acknowledge that the program requires more Indigenous content, in both language and culture courses.

The discipline representatives echo the sentiments already stated: the program is innovative, holistic and useful, broad, balanced and flexible. In terms of the PLOs, two thirds or more of the discipline representatives consider all the PLOs as very important or essential.

Does the program have the connections to the discipline/sector needed to remain current?

57% of alumni feel that the program provided them with opportunities to develop connections with potential employers. As for staying in touch with the department, only 43% believe that they are provided with opportunities to stay connected to the BA Minor in Language and Culture program. Alumni comments, however, suggest that not all respondents are interested in remaining connected.

43% of discipline representatives are satisfied with opportunities to stay connected to the BA Minor program. Another 43% are neutral on the matter. ~~Respondents, however, provided no suggestions for how we might improve the situation.~~

Does the program include appropriate Indigenous content?

Currently, the program offers one first-year language course on Plains Cree language and culture (now recognized as part of the BA Framework fulfilling language requirements), as well as a third-year course that introduces Indigenous histories, cultures, and knowledge through the lens of Indigenous languages in Canada (a required course for the BA Minor in Indigenous Community Justice). Both courses are well-enrolled. All linguistics courses also include content on the issues that have led to the endangerment of Indigenous languages across the globe, and specifically in Canada and British Columbia, as well as the revitalization efforts that are being taken to ensure a future for these languages.

Although the program has begun to offer opportunities for students to explore why learning about Indigenous language revitalization is important and a necessary component of Indigenization, the department will need to focus on how to continue to grow Indigenous language and culture courses, especially those that address the needs of the First Nations that host the KPU campuses. A report produced in 2017 by KPU Faculty of Arts, based on consultation with members of the host Nations, “Learning Together: Surrey Urban Indigenous Outreach Program,” already identified an urgent need for Indigenous language courses. In addition to Cree, the top two Indigenous languages that community members expressed interest in learning were Halq'eméylem, the language of, among others, the Kwantlen First Nation, and Michif, the language of the Métis.

While the 2017 report identified some interest in full time, university-accredited courses, community members also requested classes offered during evenings and weekends, as continuing education programs. The key issue concerning such classes is that their creation and instruction should be community-lead and land-based:

“Recognizing the difficulty to represent all teachings/ways/languages of the Indigenous community it was suggested that perhaps the KPU Faculty of Arts can help support and

encourage community members who have some knowledge of cultural practices and language to lead sharing sessions on campus or at other community venues. Considering many factors such as ownership of information/culture, financial and logistical supports, and the variety of skill levels of community members (ie. not being an expert or entirely fluent), there is also a strong interest for KPU to provide classes/training that help these existing knowledge keepers share their skills and languages, as opposed to KPU delivering each course.”

The report also proposed creative writing and writing children’s books as two popular class requests from community discussions. This offers an opportunity for cross-disciplinary co-operation with the KPU creative writing program.

An increase in Indigenous language and culture courses may lead to future careers for our students, as attested in a comment from a discipline representative on emerging trends in employment:

“My primary research interest is Indigenous language revitalization, and because my academic position is part-time, I spend a lot of time consulting for Indigenous communities and organizations. I can attest to a huge labour shortage in the domain of Indigenous language and culture revitalization. People (Indigenous or non-Indigenous) who have cultural competencies to work alongside Indigenous groups to support this work are really needed.”

In the last few years, the LANC department has taken the first steps in adding Indigenous content to the program. As stated above, the two existing courses are offered in traditional academic setting. In addition to adding more such courses to our offerings, we need courses that do not fit within conventional academic parameters. Moreover, more opportunities need to be provided to faculty members to discuss how to Indigenize our teaching.

3.2. Faculty Qualifications and Currency

In the Language and Cultures Department, there are twelve regularized instructors, plus NR2 and NR1 instructors that teach classes depending on the need for each semester. Our regularized faculty have a workload that ranges from 25%-100%. There are also four conversationalists that lead Japanese, Mandarin and Punjabi conversation labs. The minimum qualification for regular faculty members in the LANC Department is an M.A. Out of the twelve regularized instructors seven have PhDs from universities across Canada and the United States. All visiting instructors (NR1 and NR2) have either an M.A or a Ph.D. Being a department that focuses on languages and cultures our faculty have many different areas of expertise. Besides being experts in languages like Cree, French, Japanese, Mandarin, Punjabi and Spanish, faculty in LANC also have high expertise in language acquisition, pedagogy, theory, dance, cultural competency, linguistics, and intercultural studies. Having a variety of areas of expertise allows us to deliver a curriculum that is varied and wide-ranging. Besides having degrees that focus on these areas of expertise and

teaching courses related to these topics, members of the LANC Department are also very active in other academic and personal development activities like writing, research, attending and organizing workshops, presenting at conferences and seminars, organizing and attending community events, and collaborating with various faculties and universities.

Although the last few years have been affected by the COVID-19 global pandemic, LANC faculty have been active in various areas. Many faculty members have taken various workshops and courses that focused on transitioning from in-person teaching to online teaching. Since many had a successful transition, faculty were able to present their work on online teaching in conferences like SCOLA (Standing Committee on Language Articulation), TCSL (Teaching Chinese as a Second Language), the International Conference on Chinese Second Language Teacher Education, the Dao of Chinese Language Teaching and Learning: A Forum on International Chinese Education and the Canadian Association for Japanese Language Education Online Conference.

Faculty members have also presented their research work at conferences like the Vancouver Women's Society conference, Canadian Society for the Study of Education conference, Canadian Linguistic Association Conference, Latina America Research Group Workshop, the International Symposium of the European Association of Chinese Teaching, The symposium "l'art des échanges culturels", The Humanities Congress of the Canadian Association of Hispanists, the "Colloque de l'APFUCC" workshop, the Association for Asian Studies Annual Conference and the 16th International Conference on Chinese Language Pedagogy. Besides presenting at conferences, our faculty have also published various articles, book chapters and books that focus on different areas of expertise, languages and research that shows that they endeavor to maintain currency within the discipline.

Most faculty members are also members of different associations and societies that focus on specific areas, for example The Canadian Association for Japanese Language Education, The Punjabi Language Education Association, the Canadian Linguistic Association, and the Standing Committee on Language Articulation. Members of the department also stand out in innovative activities within Open Access Education which include participating in creating Open Access Education resources, participating in the United Nations Sustainable Development Goals Open Pedagogy fellowship, and obtaining Faculty Champion Recognition Award. In recent years members of the LANC Department have been nominated for the Dean of Arts Teaching Award others have obtained O.6% faculty PD Award and the KPU Educational Leave award.

Finally, within the community, faculty for various years have participated in events like the BCCAT Transfer Innovation Project, Anti-Bullying Flash Mob Bhangra performance, and the Vancouver International Children's Festival.

The department is more than qualified to deliver the current curriculum because instructors in the Department have a wide variety of expertise, high qualifications and constant actualizations through conferences, research, and courses.

In the coming years, the LANC Department expects changes due to faculty retirements and new faculty being hired. Within the department, some recommendations would be to include more interdisciplinary research and collaborations with other departments within KPU and to include more research and pedagogy that include Indigenous knowledge.

Collectively the LANC Department has been very active in various means of academia even during these challenging years, which shows their dedication and commitment to the students and curriculum standards. Their involvement in different areas of academia and their openness and pioneering in areas like Open Access Education show the flexibility and evolution of the department.

The Qualifications and Currency Profile is presented in Appendix E.

3.3. Student Demand

Who takes the program?

Based on the data gathered on the students' survey questionnaire, students who take our program are working towards the completion of our BA Minor in Language and Culture to complement their major. They represent a diverse group of learners including students in their twenties or younger, a high number of females, and an increasing number of international students. Students majoring in Asian Studies seem more likely to complement their field of study with our BA Minor since both programs share similar sociocultural contents and learning objectives. Overall, the main reasons for students to enroll in our BA Minor are:

- To prepare for a specific career or job – 30%
- To improve job prospects and/or earning potential – 30%
- Language, culture, and linguistics are fields of personal interest – 30%
- To complement a major or minor in another discipline – 10%

Is demand for the program sustainable?

Administrative Data Report for the BA Minor in Language and Culture shows that in the last 5 years the number of individual students registered within the LANC department has increased 34%. There is also a 17% increase in courses related to the Minor alone. These numbers are greater than the 1% increase for all undergraduate courses within the Faculty of Arts in the last 5 years. Although the demand has fluctuated each year over the last 5 years, the demand overall has not declined. However, the number of students declaring our minor has slightly declined. The average filled seats per class in the last 4 years displays a healthy trend between seats offered and seats filled within the LANC department with a steady demand, even when the count of classes within our department has slightly decreased. Moreover, there are no significant differences with the trends displayed by the Faculty of Arts. The cost structure of the program is also very competitive with the cost of KPU Arts UG courses and all KPU UG courses. In fact, international enrollment is very relevant to our overall program and the BA Minor in Language and Culture alone. They have a cost structure of an average class of 39% and 37% respectively, making them greater than the overall percentage filled by international students within KPU Arts UG courses and KPU UG courses which represent 33% and 36% respectively. The data also shows

that the demand for second and third year courses within the department is consistent with our BA Minor requirement displaying a slightly higher number at the 3rd level courses.

One reason as to why the data shows a slight decline in students declaring our BA Minor may be due to the data about unmet demand. Even though our department shows stable enrollment data in the last 5 years, in some years, the demand seems to be greater than what we have been able to meet. A few factors need to be considered to close this gap. First, since our last program review administration increased the class size of all Language and Cultures third year language courses, linguistics, and culture studies. When we first launched our BA Minor third year language courses were capped at 20, and linguistics was capped at 30. Currently, language classes are capped at 27 and all other department courses are capped at 35. Our department has a unique nature, as we offer different mini disciplines of study within the whole program, second and third year course offerings are delivered based on the Education Plan budget and sections given to the whole department. If a second, or third year course in any language does not fulfill 50% of the current cap size for a couple following semesters it is cancelled by administration (with some exceptions³), affecting the flow of choices students may have taken to fulfill our BA Minor. For example, SPAN 2200, 2201 and 3310 ran below 50% for less than a year before the administration stop supporting the offering of these courses unless they reach considerably more than 50%. Since they did not, they were cancelled, and the Spanish division was never given the chance to maintain the sections. For a student this could mean waiting until the course is offered again, which may not align with a student's plan to graduate. This affects the motivation for a student remaining committed to the BA Minor in Language and Culture.

We know that programs need to be sustainable, and efficiency of delivery is one aspect of sustainability. Currently, the department of Language and Cultures needs to be more efficient in the delivery of courses that will help students to have a smoother path in the completion of our Minor.

Does the program have the capacity to meet demand?

In the last five years, the headcount of students has grown 34% in all Language and Culture courses. This is significant since the headcount of the Faculty of Arts changed by 1% during the same time. This shows a great start to the BA Minor in Language and Culture, and that our courses are meeting the timely needs of the students who want to learn and understand cultural diversities and languages.

Fortunately, data suggests that there is not any notable unmet demand for the program.⁴ However, many 3000 level courses are offered once a year and some of the courses are offered only once every two years. The Students Survey and Alumni Survey Reports suggest that the lack of availability limited their timely progress in the program. Limited availabilities cannot be

³ For example, JAPN3300 had 12 students in Fall 2019 and 15 in Fall 2021. JAPN 3301 had 2 students in 2019 and only one student in 2021.

⁴ Data reported in this section was obtained from the Student Outcomes Dashboard 2016-20, which is available at <https://kpuemp.sharepoint.com/sites/sem/data/SitePages/Home.aspx>

changed easily, however, it may be helpful if the department can have longer education plans and clear long-term timetables for the students in advance.

The 1000 level courses are not considered in this data. However, one should not ignore the fact that courses such as French 1100, Spanish 1100, LANC 1870, and Punjabi 1100, have had significant waitlists in recent years. One of the reasons could be the increasing numbers of international students from India. Since the demand of the Language and Culture courses are higher among international students, we need to be aware and adjust accordingly.

In conclusion, our program does not have a significant unmet demand for courses. However, students suggested that higher level course offerings are limited. In addition, the 1100 level courses have constant waitlists, and this issue should be dealt with. Our program also needs to offer clear timetables and ed plans to students so that they can plan ahead.

Does the program have effective outreach to ensure demand?

In recent years, the LANC Department has been more active in social media in order to reach future students, especially on platforms that are more current and popular. We went from just one outdated page on Facebook to updated accounts on Instagram, Facebook, and Twitter. This change has increased our online presence and has resulted in an increase in followers, especially on our Instagram account. Although our online presence has improved there are more ways to be effective; this can include promoting our accounts in classes so we can reach a larger audience and especially prospective students. This can also be done by including prizes, recognition of merit, and draws within our platforms to promote subscribers.

Besides marketing the LANC department online, the program can be promoted in community outreach programs and events like culture-related festivals, and high schools where prospective students can be found.

Within KPU we participate in and organize activities like KPU Open House, Arts Declaration month and International Mother Language Day, but more events like these within KPU would benefit in making our Minor more recognized and thus making our program demand more sustainable.

4. Effectiveness of Instructional Delivery

4.1. Instructional Design and Delivery of Curriculum

Are appropriate opportunities provided to help students acquire the PLOs?

Examining the data provided by the Student, Alumni, and Faculty Survey Reports, appropriate opportunities are provided to help students acquire the PLOs in the program. Between 70-90% of respondents consider that these opportunities are provided to a large or moderate extent. The only two weaker results concern PLOs #4 and #7: 25% of students consider these opportunities are provided to a small extent.

Are appropriate experiential learning opportunities provided to help student acquire the learning outcomes?

The survey result on community-based learning opportunities is strong. All students who responded and 71% of alumni indicated that the program encourages community-based learning opportunities whenever applicable. The Department of Language and Cultures has offered a variety of community-based learning opportunities.

Language courses:

JAPN 1101 and JAPN 2200 students were paired up with students from one of the exchange partner universities in Japan for one-time online interviews in 2021.

JAPN 3300 and JAPN 3301 students interviewed Japanese university students prior to 2018.

JAPN 3300/3301 students, in Japanese, interviewed Japanese born residents of a local retirement home in 2019.

SPAN 1101 participated in a telecollaboration project with University of Concepción, Chile, entitled CHILCAN, from 2013 to 2017.

SPAN 2200/2201 participated in a telecollaboration project with University of Valencia, Spain, from 2017 to 2018

Language instruction at KPU itself is experiential learning in that the students learn the target culture, as languages reflect their cultures. Particularly, CREE 1100, which was introduced in 2019-2020, is experiential. The CREE 1100 instructor explains the course:

“When we truly embrace Indigenous knowledge and ways of knowing, we cannot help but teach in a holistic way. Cree 1100 focuses on teaching students the language in a way that embraces these ways of knowing. Through a learning portfolio, students document the physical, emotional, and intellectual aspects of

learning an Indigenous language. This includes, but is not limited to, connecting to language on the land, learning from Indigenous stories, learning from Elders, and using written, spoken, and visual tools to demonstrate language learning. The final project connects both Cree culture and language and allows students to present in a way that represents how they learn. These presentations are shared in a relational way. The course weaves Indigenous ways of knowing, language learning, and revitalization throughout the course. This meets or exceeds the program's outcomes.

While Cree 1100 is a good start at bringing in Indigenous languages, we need to build this to offer other Indigenous languages, especially the languages spoken on the territories KPU resides on."

LANC Culture courses:

LANC 3150: Developing Intercultural Competencies in the 21st Century provided opportunities to students to engage with people in cultural centres, the association for the rights for women, LGBTQ, Indigenous peoples, and other communities in Metro Vancouver and to introduce the students in work related environments.

LANC/ASIA 3310: Japanese Culture and Business offered projects that took some students out to visit local Japanese businesses to ask about the culture guide they created.

LANC 3860: South Asian folklore students have a project in which they engage with the local South Asian community in order to collect items of folklore (stories, songs, jokes, superstitions, recipes, clothing, etc.)

Currently, there may be sufficient experiential learning components in the culture courses. However, they could be stronger. One instructor suggested that we could include field trips to local museums, temples, or other culturally significant sites. In addition, more guest speakers could be invited.

Exchange Program:

Going abroad or immersion programs have provided our students experiential learning. There are four exchange partner universities in Japan. We regularly send students to Japan and have received Japanese students who interacted with students learning Japanese at KPU.

Study Abroad:

In conjunction with the Canadian Teaching Chinese as a Second Language Association, our Mandarin program began to implement the Study-in-China program for our Mandarin students in 2007. This month-long summer program provides our students with valuable experiential learning in the Chinese language and culture. Students apply and improve their Mandarin

proficiency through lived experiences in China during their sojourn there. From 2017-2019, the program was subsidized by Chinese government scholarships. The entire program has been suspended since 2020 due to COVID-19. Feedback about the program from students has been extremely positive. For instance, one of our former students, ~~Aaron Throness~~, enjoyed the program so much that ~~they~~~~he~~ participated in it for three consecutive summers. Thanks to ~~their~~~~his~~ enhanced language proficiency and firsthand cultural experiences, ~~they~~~~he~~ completed ~~their~~~~his~~ MA at UBC and has been accepted by Harvard University majoring in Ming Studies starting in Fall 2022.

Students of Japanese at KPU have participated in the two-week Japanese summer immersion program in Kanazawa, Japan, every year since 2015. It, too, has been suspended since 2020, due to COVID-19.

There have been virtual exchange opportunities with two Japanese partner universities during the pandemic in which some students of Japanese participated.

Other opportunities:

Our Mandarin students have participated in "Annual Mandarin Speech Contests and Singing Contests for BC University Students" for over 20 years and won prizes at these outreach events. Our students of Japanese also have participated in "Annual Japanese Speech Contests" over the years, with much success.

Although both Study Abroad and Going on Exchange are attractive opportunities, many students are not able to participate in them for financial reasons. We need to work with KPU International to better promote the existing programs and to explore new opportunities for enhanced student experiential learning overseas and for financial support.

Are appropriate opportunities provided to help students acquire the essential skills?

Examining the data provided by the Student, Alumni, and Faculty Survey Reports, more than 75% of answers indicate that appropriate opportunities are provided to help students acquire most of the essential skills to a large or moderate extent. The only weaker results concern leadership, numeracy, and technical skills. 50% of alumni said there are opportunities to acquire these skills to a small extent or not at all. The Faculty Survey also reports numeracy and technical skills as weaker. However, the Faculty Survey Report indicates that faculty members consider leadership skills to be well addressed in the program, suggesting that instructors think that more opportunities to acquire leadership skills are provided than what students and alumni actually think.

Recommendations will follow regarding improving the opportunities to acquire leadership skills. However, linguistic acquisition and intercultural skills are not heavily linked with the acquisition of numeracy and technical skills. The program does use technology to a certain extent (by using the KPU platform Moodle, and by asking students to create videos, e-portfolio or websites) and

some classes ask students to use digital literacies. This being said, no recommendations will follow regarding numeracy and technological skills.

Does the program design ensure students are prepared for subsequent courses?

Students, alumni, and faculty were asked if they agree that the prerequisites prepare students for more advanced courses. The survey findings clearly identify disparity between the responses of the learners and the faculty. While 90% of faculty indicated that the prerequisites offered prepared students for more advanced courses, only 62.5% of students' responses and 71% of alumni's responses were positive.

More alarmingly, the student and alumni surveys reveal inadequacy of the range of courses offered each term. 87.5% of students and 57% of alumni disagreed that the range of courses was adequate. Also, only 12.5% of students and 57% of alumni who responded claimed that they were able to take the prerequisites when they needed them. The availability of prerequisite courses has drastically decreased. It is evident that our students need a variety of prerequisite courses to be offered more frequently and constantly.

Does instruction meet the needs of diverse learners?

The results of the student and alumni surveys indicate overall satisfaction in the instruction they received in the BA Minor in Language and Culture program. It is clear that a lack of availability of higher-level language courses is the most significant issue.

On the survey regarding the instruction, how students perceive the instructors is very positive. The respondents gave no negative responses. All the respondents found the instructors enthusiastic about both teaching and the subject areas that they teach. The students also agreed that the instructors present the course materials effectively. No negative responses are found while one student gave neutral responses in the statements about the four categories: flexibility; currency; emotional safety; and physical safety.

The survey result regarding students' safety needs our attention. This area needs investigation as to how we can better ensure students' emotional and physical safety.

Both students and alumni indicated positive overall satisfaction with the instruction. 50% of students say that they are very satisfied and 25% say somewhat satisfied. 25% indicate that they are somewhat dissatisfied. 71% of alumni say they are satisfied with the instruction while one gave a neutral response and one responded somewhat dissatisfied.

The respondents' comments on the strength of the program instruction were very encouraging. The instructors should be commended as the students' descriptions included "great, passionate, enthusiastic, knowledgeable, supportive, engaging, and extremely helpful." The alumni

mentioned that they appreciated the critical thinking involved. Some said: “All instructors were motivated to teach the languages which helped students to become more engaged in lectures and cultural activities”. They also stated “teachers are very excited to teach and share knowledge and will go to lengths other disciplines tend to not go in order to ensure students understand.”

On the survey, students and alumni were asked to make suggestions for improvement in program instruction. One student responded ‘None’. Others suggested an increase in the availability of upper-level language courses and providing proper advising to indicate when the upper courses are available. A student pointed out the needs for availability of the course schedules and indication that some upper-level language courses are offered every other year, in advance, for their course planning. Another suggestion was to have more exposure of the program by having information sessions for culture courses and linguistics courses. “More funding” was mentioned as well. Some other suggestions made by the alumni respondents are the following:

- to provide more practical activities
- to better align the contents of the prerequisites and the subsequent courses
- to have better group collaboration

The following is a remark regarding the collaborative work:

“The approach to group collaboration is not working. Not just for this program but across all classes. This area is probably what needs the most innovation right now, specially to hold up to KPU’s values and mandates. With an Indigenous presence, KPU would benefit from learning about borrowing Indigenous ways to work together.”

The faculty survey indicates that we have dedicated, well qualified, caring instructors delivering well-designed curriculum in the learner-centered approach, providing varied types of methods of assessment. Some responses reveal areas which may need revisions. 10% of the faculty who responded did not think that the course material necessarily reflects current developments in the discipline and 20% of the faculty responded neutrally. This indicates that there is room for improvement in the choice of course materials. To the questions regarding ensuring students’ emotional safety and physical safety in the learning environment, 10% of the faculty responded neutrally while 90% responded affirmatively. On the other hand, the students rated the same category lower. It must be noted that 80% of surveyed faculty members responded very satisfied and 10% responded somewhat satisfied with the quality of instruction across the program. There was one member who was very dissatisfied.

Do the assessment methods allow students to demonstrate to what extent they have achieved the learning outcomes?

Both alumni and student survey results affirm that the current assessments are not out of line in that no disagreement was recorded in the following survey statements.

1. I received clear information on how I would be evaluated.

2. The range of assessments let me demonstrate what I had learned.
3. The assessment standards are consistent throughout the program.
4. My instructors provided useful feedback.

Particularly, the statements 2 and 4 received 75% average in the “strongly agree” responses. For almost all the statements, one student or alumni responded with “neither agree nor disagree”. On the other hand, the faculty survey revealed some weaknesses. 10% of faculty respondents disagreed with “The assessment standards are consistent throughout the program.” 30% of faculty respondents neither agreed nor disagreed with the statement.

Overall, more than 85% of both students and alumni agreed with the presented statements regarding assessment methods.

4.2. Student Success

Are students performing satisfactorily in courses?

Student grade distribution, DFW rates, and repeat rates for courses in the program roughly align with or are superior to those across the Faculty of Arts and do not present any issues that require addressing.

LANC’s grade distribution is fairly close to that across the faculty, and where they differ LANC students have performed slightly better. For example, on average, 61.8% of LANC students received marks of B or higher in AY 2016/17-2020/21, compared to 56.4% across Arts in the same period. This trend was particularly pronounced in the 2016/17 and 2020/21 years, when the grade point equivalent mean for LANC students was 0.27 and 0.16 points higher than the overall Arts averages. In the years 2017/18-2019/20, the grade point equivalent means were extremely close.

Repeat rates and DFW rates for LANC students are consistently below those across Arts. For the five-year period in question, LANC’s average repeat rate was 2.8%, compared to Arts’ 6.6%, and LANC’s average DFW rate was 16.2%, compared with Arts’ 17.6%.

Are students making satisfactory progress in the program?

In the 2016-2017 school year, three students graduated with the BA Minor in Language and Culture, and in the 2020-2021 school year, fourteen students graduated. Information about the median numbers of years taken to graduate in the minor program is unavailable. Unfortunately, it was also not possible to find the numbers of the median years through the surveys from the students and alumni. However, there were complaints and frustrations of the students who could not finish the program in a timely manner due to the limited course offerings.

One alumnus wrote:

“Although there’s a diverse selection of topics, there [sic] are mostly unavailable. I had to wait around to get into courses I wanted and ended up reluctantly taking courses that were available so I could graduate. If I were to take the courses I wanted it would have taken me at least 6 years to complete my undergrad with LANC as a minor.”

Another student wrote:

“I would like to have seen more offerings for upper-intermediate (3000-level) courses. I specialized my LANC program to Japanese and due to **[Course Name Redacted]** being offered once every two years, I was unable to complete the **[Course Name Redacted]** portion as I had already graduated at that point. I think this is what deters many students away from sticking to the languages as there is no plan to advance with the frequency of higher-level courses. If offered at the right frequencies, I would have loved to take Japanese all the way through till fourth year which was not possible.”

JAPN3300 had 12 students in Fall 2019 and 15 in Fall 2021, however, JAPN 3301 had 2 students in 2019 and only one student in 2021. These numbers confirm the above comments from the alumnus and the student. If JAPN3301 was offered sooner, it is certain that many more students would have taken the course. Offering the 3000 level courses every year will meet the students need, and it will improve the satisfactory progress in the program.

Another issue is a lack of the higher-level language courses. French, Japanese and Mandarin offer the second-year courses once a year. Considering the numbers of the first-year courses are offered and filled, the headcounts of the students for this level are significantly low. Since only three languages offer the 2000 levels, headcounts of the students used here are only from the three languages. According to the tracking enrolment record⁵, in the 2020 -2021 school year, 550 students took 1100 level courses and 181 advanced to 1101, and in Fall 2021, only 55 students took the 2200 courses. Similarly, in the 2019-2020 school year, 532 students took the 1100 and 166 students advanced to 1101, and in the fall of 2020, 66 students enrolled to the 2200 levels. After the 2201 level, only Japanese offers the 3300/3301 split level courses every two years, and the number of the students were around 15. The data shows the low retention rate of the second- and third-year courses. As three credits in a 2000 level or higher language are required for the minor, to raise the retention rate is an important task for the future of BA Minor in Language and Culture.

Are graduates of the program successful?

The data that we have indicates that KPU students with a BA Minor in LANC are successful after graduation.

⁵ [Enrolment Tracking Report dashboard](#)

All respondents to our alumni survey report that they are currently employed (question 19), with the majority in full-time regular employment (question 20). Several responding alumni work for Japanese companies, including in English language instruction (questions 21-22).

43% of alumni have also pursued further education since completing the LANC program (question 15), and all respondents to the question about how well their LANC minor prepared them well for further education chose “somewhat agree” (question 18). Most students agreed that the program gave them opportunities to develop connections with potential employers (question 24). However, in response to the question about to what degree the skills gained in the program helped them find a job, equal numbers (43%) either agree (“somewhat” or “strongly”) or “neither agree nor disagree” with that statement (question 23).

In our survey of representatives from the discipline, only one respondent reported having worked with, taught, or supervised a KPU graduate with a BA Minor in LANC, and that respondent did not comment on how prepared these alumni were or how well the student was preparing students for further studies (questions 8-10). However, in the more open-ended qualitative question (question 12), one of the respondents commented that

“KPU's BA Minor in Language and Culture prepares students to enter the work and the world with the discipline knowledge and openness to other cultures and other languages spoken in the modern world. To better prepare students to achieve their learning objectives and to ensure teaching effectiveness and excellence, it is recommended for the class size to stay smaller given the nature of the subjects taught in this Minor program. Faculty members could be encouraged to become more connected and engaged with the opportunities to stay connected with colleagues in their fields across the country or across the world for the sake of the mobility of knowledge and to keep abreast and updated in the field.”

Another respondent mentioned that the program could do more to build community with the broader discipline but did not offer any specific examples.

5. Resources, Services, and Facilities

Does the program have the library and learning resources needed to deliver the curriculum?

Based on the student survey results, "online resources - journal articles, etc." and "print periodicals, journals, etc." are the most used library resources. 88% of the students are "somewhat satisfied" or "very satisfied" with the availability of "online resources" and 75% of the students were "somewhat satisfied" or "very satisfied" with the availability of "print periodicals, journals, etc." "eBooks" (63%), "Books" (51%), and "study guides" (50%) appear to be the next most favourable resources used by students, but the satisfaction students feel from using these three resources could be improved. Based on the faculty survey results, a significant portion of the faculty surveyed are not using the resources available to them. "DVDs/streaming video on program-related topics" has the highest usage rate at 90%.

Students seem somewhat indifferent about "availability of audio-visual and computer equipment", with 50% being "neither satisfied nor dissatisfied." 38% having not even used it. Students also seem somewhat indifferent about "Librarian support for program-related research", with 38% being "neither satisfied nor dissatisfied." 50% having not used it.

In the area of librarian support, only 50% of students report having asked for support, and out of those students, only 13% report being satisfied. Regarding library orientation, 75% of students participate in library orientation, but only 26% were satisfied with their experience. Faculty numbers are even lower, with only 40% participating in library orientation. Satisfaction rates are similar, with only 30% of faculty satisfied with their library orientation.

One possible answer to lower usage rate is that a high percentage of our courses are introductory courses, and library use might not be relevant: they do not require research or additional library resources. In addition, some faculty have observed that, in the past, when they held a library orientation, very few students would attend the class. Moreover, many faculty ask students to use materials freely available online.

Does the program have the specialized technology needed to deliver the curriculum?

Although there is no data in the student and faculty surveys that directly relates to the question of specialized technology, data has been extrapolated from one of the other survey questions that relates to library and learning resources.

Based on this data, "eBooks" and "online resources – journal articles, etc." are the most used forms of technology by students. 63% of students are "somewhat satisfied" to "very satisfied" with "eBooks" and 88% with "online resources." "DVDs/streaming video on program-related topics" and "availability of audio-visual and computer equipment" had a lower usage and a much lower satisfaction rate. However, "DVDs/streaming video on program-related topics" are the most used forms of technology by faculty, but only 50% of faculty feel this technology meets the program needs "very well" or "extremely well."

Based on ~~a quick survey~~ an online opinion poll, conducted on LANC faculty, we were able to assess what technology and facilities were required to deliver the courses. Through the poll, of faculty members, this is the bare minimum technology that is needed to deliver courses successfully:

- Moodle (and its associated BBB)
- Projector in the classroom (if a projector cannot be provided, then a document camera as a fixture in the classroom is a good substitute)
- Speakers
- Access to online databases and streaming sites
- Video recorder to record students' presentations and oral exams
- Digital voice recorder to record oral exams
- A touch device with a pen, especially for those instructors who teach a different script.
- The following list of apps
 - Kaltura
 - PebblePad (eportfolio)
 - Padlet
 - Presentation tools such as PowerPoint, Prezi Basic, etc.
 - Possibly Camtasia or any other video editing tool
 - Mentimeter
 - Zoom
 - Vengage

Does the program have the facilities needed to deliver the curriculum?

Although there is also no data in the student and faculty survey that directly relates to the question of facilities needed to deliver the curriculum, a small piece of data may be usable from one of the survey questions that asks how satisfied students are with "Availability of required texts at the KPU bookstore", "Advising Services", "Career Services", and "Accessibility Services."

In the previously mentioned faculty opinion poll, ~~f~~Faculty reported that the current designated conversation lab rooms are not spacious enough and larger rooms are needed, at least until the pandemic has officially ended. It was also reported that study rooms (in the library, at the Learning Centres or any other private, quiet spaces) are sometimes fully booked.

Based on a quick survey of faculty members, these are the bare minimum facilities that are needed to deliver courses successfully:

- Library
- Ability to order books very occasionally in the library
- Computers labs
- Conversation lab classrooms

- Group study rooms for students to record dialogues for their projects outside of the contact hours

Does the program have the other support services needed to deliver the curriculum?

Students appear to be taking full advantage of "availability of required texts at the KPU bookstore" and "advising services" available to them, with 100% of surveyed students using these services, but their satisfaction level with both is only 50-51%. In comparison, "career services" only provide 13% satisfaction to students with 62% utilization and "accessibility services" only provide 25% satisfaction to students with 75% utilization.

Faculty appear to think that "accessibility services" available are meeting the program's needs. 100% of faculty are using these services and 100% of them feel these services are meeting the program needs "very well." However, the other services included in the faculty survey are only utilized by 40-60% of faculty and faculty do not feel they are meeting program needs very well. Looking at "very well" and "extremely well" categories, 0% of faculty feel "Career Services" are meeting program needs, 30% feel "Advising Services" are meeting program needs, and 60% feel "Availability of required texts at the KPU bookstore" is meeting program needs.

It's not surprising that all students surveyed are using required texts, since they are crucial to some learning course contents and to achieving a passing result in many of our courses. Our department also takes part in the Zero Text program. For example, all Spanish and French language courses use open access material or open textbook, as well as some LANC courses.

It's also not surprising that all students surveyed are taking advantage of advising services as they need to plan ahead to add the Minor to their Major.

6. Conclusions and Recommendations

6.1. Summary of Program's strengths, weaknesses, opportunities, and challenges

Strengths

According to the previous chapters, the program has several strengths worth underlining.

Firstly, the Minor helps students to acquire most of the essential skills, which are outlined by KPU and the Ministry of Education. The self-study shows that the skills acquired the most effectively are problem-solving skills, writing and reading skills, visual literacy skills, technology skills, and intercultural skills. According to Student and Alumni Survey Reports, the skills acquired through the program to a large extent are oral communication, written communication, reading comprehension, group collaboration, critical analysis, creativity and innovation, and intercultural skills.

Secondly, according to the curriculum map, the PLOs are well developed in regularly offered courses of the program, which are also mainly core courses (not elective). Even if not all PLOs are well introduced or advanced in the program, which we will mention below, the Minor is strong in developing all PLOs. Student, Alumni, and Faculty Survey Reports also suggest that the program offers appropriate opportunities to help students acquire most of the program PLOs to a large to moderate extent. Discipline representatives also consider all the program's PLOs as important or essential.

Thirdly, the program offers a great range of subjects and topics. This is a strength but also an opportunity to grow the program by focusing on this attractive aspect to recruit more students. Indeed, the unique aspect of the program is the flexibility to focus on one language/culture or to study many, broadly. Plus, all Survey Reports (Students, Alumni, Faculty) suggest that the diversity of courses in the program prepares students well for the diverse and interconnected world they will face after university.

Lastly, the program offers a strong quality of instruction and involves instructors who are enthusiastic, knowledgeable, and engaging. All Survey Reports indicate the effectiveness and variety of instruction methods. The faculty members are also active in their discipline and well qualified to deliver the curriculum. The grade distribution, DFW rates and repeat rates for courses in the program align with or are superior to those across the KPU Faculty of Arts, which also shows the quality of instruction, teaching methods and assessments.

Weaknesses

Firstly, the curriculum report, the Student Survey and the Alumni Survey Reports suggest that the program does not adequately or sufficiently help student attain leadership, management, entrepreneurial, and mathematical/numeracy skills.

Secondly, the program is said to permit a variety of international experiences to encourage students to take up to one year of their studies in Study Abroad opportunities. However, all field

schools were suspended because of inadequate risk assessments. Also, these experiences seem to be related to Mandarin, Spanish and Japanese programs only.

Thirdly, some CLOs seem loosely connected to the outcomes of the program. We will identify them below, when talking about recommendations.

Fourthly, a few Survey Reports show low scores in the “emotional and physical safety” category.

Lastly, the biggest weakness of the program is its progression. Most PLOs are well developed in the program, but due to the lack of offerings in second, third and fourth year courses, students cannot proceed from an introductory course through to the third or fourth year studies without breaks. Some students graduate before/without being able to enroll in higher-level courses of the program. All Survey Reports mention the lack of availabilities of upper-level courses in the program. Students and Alumni often took the time to write comments about the frustration they experienced about this issue. See more about this topic in the section “challenge” below. This being said, the curriculum map suggests that courses that “introduce” PLO #1 and #2 are not numerous enough. Plus, they are mostly 3rd or 4th year or electives. It also suggests that PLOs #1 and #3 are not advanced adequately in the program. The Faculty Survey also suggests that the language proficiency component of the program needs to be strengthened (PLO #3). The Student Survey Report indicates that there is a lack of opportunities to acquire PLOs #4 and #7.

Opportunities

Firstly, due to the pandemic, many of our instructors took various workshops and courses to focus on online education. Our program sees the possibility of online education as a new opportunity because we are better prepared to offer more courses online, also provide blended courses and implement more online activities in our face-to-face courses. Using these different deliveries or teaching modalities seems promising to better serve our students moving forward.~~Firstly, due to the pandemic, our program sees the possibility of online education as a new opportunity. Offering different deliveries or teaching modalities seems promising to better serve our students moving forward. Many of our instructors took various workshops and courses to focus on online education.~~

Secondly, the effort to indigenize universities’ curriculums is a major opportunity for our program to offer and develop more Indigenous language courses. Discipline representatives attest a labour shortage in the domain of Indigenous language and culture revitalization, which could be a great incentive to attract more students into our program, showing the employment opportunities our Minor could give them. We are aware that UBC already offers a full program regarding this, and that SFU does a lot of work on this as well. Possibly we could coat tail with SFU to become a support for their program.

Also, the community interest in creative writing and writing children’s books (to share traditional stories and introduce the Indigenous traditions through creative writing and children’s books) could also be an opportunity for co-operation between Creative Writing, Fine Arts, and Language and Culture Departments.

Lastly, certain aspects of the program's demand can be seen as opportunities (even if they can also be challenging, as we will mention below). The demand for second and third year courses is consistent with our BA Minor requirement. There is even a slightly higher number in the third year courses. In addition, there is also a 17% increase in courses related to the program and the demand overall has not declined in the last 5 years. In fact, the headcount of students has grown 34% in our Minor. Plus, there is a high demand in some disciplines, with significant waitlists: first-year French and Spanish courses, Bhangra courses and Punjabi 1100. This demand is an opportunity to offer more of these courses, which is a great source of revenue since this increase seems due to international students' enrolment being on the rise. This shows that there are clear opportunities for the program to grow and offer more courses and to offer them more regularly.

Challenges

The main challenge, as previously mentioned under "weaknesses", is the lack of availability of courses. A lot of our core courses are not part of our Ed Plan and have not been offered for years, since enrolment numbers did not satisfy the leadership of the Dean's office. For these reasons, FREN 2220, FREN 3300, FREN 3301, FREN 3100, JAPN 4400, JAPN 4410, LING 2120, LING 2400, PUNJ 2200, PUNJ 2201, SPAN 2200, SPAN 2201 and SPAN 3310 are not offered anymore. This is very challenging for our program for many reasons. First, it makes it difficult to offer a progression for students who want to take first, second, and third or fourth year courses by the time they graduate. Plus, it makes it more challenging to get students to declare their Minor in our program. When second or third year courses are cancelled and/or not offered anymore, it affects motivation for students to remain committed to our program: it is disappointing and frustrating for students who are not able to take courses they were interested in when they chose our Minor. Finally, it makes it very challenging to try to grow the program when courses that do not fill immediately are being cancelled. This negatively affects the reputation of our Minor deterring students from registering in courses that may be known to be cancelled.

The Self-Study also shows challenges regarding the acquisition of PLO #3. We recognize that the program helps acquire oral communication skills, but not necessarily in the target language. The curriculum map and Faculty Survey show a lack of courses advancing this PLO. Indeed, 13/23 linguistics and second and third year language courses are not offered anymore. Also, the Minor only requires 3 credits in each of these disciplines (which also may have had an impact on enrolment and led to course cancellation). The Faculty Survey also mentions that the class size of our language courses seems too high for the instructor to be able to develop these skills optimally, as it requires individual attention from the instructor. A discipline representative also pointed out that "to better prepare students to achieve their learning objectives and to ensure teaching effectiveness and excellence, it is recommended for the class size to stay smaller given the nature of the subjects taught in this Minor program."

6.2. Recommendations

Curriculum Review

(1) We recommend developing opportunities for students to develop better interpersonal skills.

(2) We recommend developing opportunities for students to develop better personal management & entrepreneurial skills

(3) We recommend developing opportunities for students to develop better citizenship & global perspective skills, and citizenship & global perspective skills: mentorship and tutoring among students, participate and develop COIL program, and offer or promote more work-related opportunities for students.

Recommendations 1, 2, and 3 could involve mentorship and tutoring among students, participate and develop COIL program, and offer or promote more work-related opportunities for students.

(4) We recommend seeking the relevant support from the institution to offering our second and third year linguistics courses more regularly (LING 2120, LING 2400, LING 3390). First, the self-study reported issues with creating a progression in linguistics courses. Plus, as you will read in chapter 3, Alumni also suggest the inclusion of more linguistics courses as part of the program. Offering LING 2400 would also help to better introduce PLO #1 in the program.

(5) We recommend seeking the relevant support from the institution to adding one language course to the Minor requirement. First, as you will see in chapter 3, many faculty members reported that PLO#1 and #3 are attain to a small extend in the program, as the requirement for language proficiency is only 3 credits.

Also, it would address challenges regarding offering upper-level courses, and to benefit from the eventual increase of first year courses with full waitlists, which could cover the “cost” of lower enrolment language courses for the time it takes to grow their popularity. This could eventually lead to offering more third and fourth year courses again and to build a much better progression and availability of courses in the program.

As you will see below in chapter 3 and 4, the Student Survey Report also noted that the opportunities to acquire PLO #4 are provided to a small extent. This PLO is addressed in most 2nd and 3rd year language courses.

Plus, PLOs #1 and #3 are not advanced adequately in the program and adding one more language course to the Minor requirement would help to strengthen enrolments in 2nd year courses and create possibilities to eventually offer 3rd or 4th year courses, not offered for the moment, which advance these PLOs: FREN 3301, FREN 3310, SPAN 3310, JAPN 4400 and JAPN 4410.

Finally, this requirement would help to raise the retention rate in the program, as section 4.2 will clearly point out.

~~(3)~~(6) We recommend seeking the relevant support from the institution to adding one Spanish section to our Ed Plan, to allow building 2nd year courses again.

~~(4)~~(7) Towards the effort to build 2nd year language courses again, for the many reasons mentioned above, we recommend reviewing FREN and SPAN 2200/2201 prerequisites, to allow students to take these two courses in any order.

This would increase enrolment, as explained in section 2.4, and allow to eventually offer 2nd year Spanish courses and 3rd year French courses. It would also address the issue mentioned by Students and Alumni Reports (see chapters 3 and 4) regarding having to wait too long to take some courses. If FREN and SPAN 2200/2201 could be taken in any order, students could take a 2nd year French or Spanish course in the fall or spring, without having to wait a full year to start with the 2200 level only offered during the fall.

~~(5)~~(8) We recommend discontinuing LANC 4320. It has never been taught and the person who developed and could teach this course has retired. We also recommend discontinuing FREN 2220.

~~(6)~~(9) We recommend reviewing the CLOs that are loosely related to the program outcomes, by adding some details about the topic of essays to produce or material to analyze. This way, these CLOs will be able to be linked with PLOs #1 and #7 that are not well advanced in the program.

FREN 3110: "Produce insightful, well-developed essays and other projects on themes related to contemporary culture related to films seen in class" and "Apply analytical skills in discussions, debates and reports"

LANC 3310: "Apply analytical skills in discussions and assignments"

LANC 3320: "Write a thoughtful, well-developed essay on a theme related to film in contemporary culture" and "Apply analytical skills in discussions, debates and reports"

~~(7)~~(10) We recommend adding CLOs to our 2nd year language courses to better introduce PLO #2.

Program Relevance and Student Demand

(1) We recommend that courses with high enrolment and waitlists (FREN 1100, SPAN 1100, PUNJ 1100, LANC 1870) be increased and/or taught online when the instructor feels skilled to do so. Since there is a great increase in international students in these courses specifically, we see this as an opportunity to both solve a demand issue and grow the department's revenue, allowing the program to reintroduce some second, third or fourth year courses with lower enrolment, for the time it takes to build the demand in upper-level courses.

- (2) We recommend seeking the relevant support from the institution to offering more LING courses as Faculty and Students Surveys ask for more Indigenous content, and these courses discuss issues leading to the endangerment of Indigenous languages as well as the revitalization efforts to be done.
- (3) We recommend offering and developing more Indigenous language and culture courses. Again, the Student and Alumni Surveys suggests the desire for more of these courses in the program. Discipline Survey talks about a labour shortage in the Indigenous revitalization domain, which could help attract students in the program and be a great opportunity to develop Indigenous language revitalization classes. There is also an interest in a community project that can be conducted by our students to identify the Indigenous and non-Indigenous languages of Surrey. Also, CREE 1100 is offered twice a year and a continuation course CREE 1101 should be developed as soon as possible, as well as community based Halq'eméylem classes, land-based language courses and more advanced Cree courses. A course teaching the hən̓q̓əmiñəm language of, among others, the Kwantlen First Nation has been under discussion for a very long time. We would like to see some progress and offer this course as soon as possible.
- (4) We recommend seeking the relevant support from the institution to adding sections to our Ed Plan for upper-level courses that are not being offered or are being offered at irregular intervals in the program. As previously mentioned, this not only leads to a lack of opportunities to acquire or to offer a progression in acquiring some PLOs, but it also leads to the lack of opportunities to take desirable courses. Since the unique range and diversity of courses in the program is said to be very desirable for students, we should work towards being able to sustain this diversity.

The lack of offering could also increase some challenges the program is already facing with enrolment or the decline in declaring their Minor. Students could wait years to take some courses and sometimes graduate before they are available. Students and Alumni Survey Reports clearly reveal the inadequacy of the range of courses offered each term, leading to the lack of opportunities to take the prerequisite they need. The availability of prerequisite courses should be reviewed.

- (5) We recommend including more interdisciplinary research and collaborations with other departments within KPU. There are some specific suggestions:
- We suggest more cooperation in course development with the Asian Studies department, to be able to include more content about Korea, the Philippines, Singapore, Thailand, Vietnam. Students and Alumni Survey Reports pointed out the lack of opportunities to study these cultures. This would also help to solve weaknesses in the program regarding the lack of opportunities reported in the Student Survey Report to acquire PLO #7. Finally, it could increase enrolment in the program since students majoring in Asian Studies are the most likely to complement their major with our minor.

- The community interest in creative writing and writing children's books (to share and create traditional Indigenous stories) could also be an opportunity for co-operation between Creative Writing, Fine Arts, and Language and Culture Departments.
- We recommend collaborating with the Indigenous Studies Department regarding recommendation #3.

~~(6) We recommend reducing the current class size for third year language courses from the current 27 cap to 20. As stated before, the department has not been able to consistently offer third year language courses as it has become difficult to comply with the 27 cap enrollment. The lack of these offerings is affecting students' views of our Minor. Hence, reducing the current class size will provide us with leverage to introduce again this course progression and to assist our Minor to become more sustainable for our students. If this decrease can't be done permanently, we recommend this reduction for the next 3 years so we can start a trial to solidify these offering again.~~

~~(7) OR~~

~~(8)~~(6) We recommend seeking the relevant support from the institution to that the administration allows second and third year language sections with lower numbers to run for at least 2 consecutive years so that the BA Minor stream chosen by students can be satisfied in a timely manner. This will also nurture strength on that stream again resulting in a more sustainable program.

~~(9)~~(7) We recommend offering more opportunities for students to work with other people from different linguistic or cultural backgrounds, outside of the classroom setting: work-related opportunities, tutoring, mentorship, field schools and collaborative projects such as COIL program for students' initiative. 60% of students take the program to prepare for a specific job or career or to improve job prospects and earning potential. Although, in the Alumni Survey Report, in response to the question about to what degree the skills gained in the program helped them find a job, equal numbers (43%) either agree ("somewhat" or "strongly") or "neither agree nor disagree" with that statement (question 23).

~~(10)~~(8) We recommend promoting our program more intensively and in new ways. As mentioned before, one of our strengths is the uniqueness & flexibility of the program, allowing students to focus on one language/culture or on many more broadly. Although the program has some social media presence, many other ways to promote the program could be taken place. First, we recommend focusing more on the uniqueness of our program when promoting it, and to mention more work-related opportunities as a graduate, such as in the domain of Indigenous language and culture revitalization. Going along with the previous recommendation (5), we suggest strengthening our connections to the discipline and sector, to be able to promote the program with potential work-related experiences and networking. We also suggest including prizes and draws within

our platforms to promote subscribers, and to promote the program in community outreach programs and events like culture-related festivals, and high schools where prospective students can be found.

We suggest that the LANC department invest in greater promotion of our BA Minor to target students majoring in different disciplines across the university, not just Asian Studies. Our communities in BC are culturally and socially diverse, and prospective employees in our region will undoubtedly have greater employment opportunities to graduates who, in addition to holding a degree in any discipline, can also demonstrate skills in language, linguistics, and culture.

Effectiveness of Instructional Delivery

- (1) We recommend more diverse experiential learning opportunities, as most are only related to Japanese, Spanish, and some intercultural competencies courses. Exchange programs should be developed for most languages offered in the program. We can consult with the Office of Global Engagement more closely to explore COIL projects, and to see if there is any room for more programs to be developed or to widen the opportunities. We finally suggest promoting the financial aids for the students to be able to participate in these initiatives.
- (2) We recommend seeking the relevant support from the institution to offering more 2nd, 3rd and 4th year courses, for all reasons mentioned above, which were stated again in chapter 4.
- (3) We suggest working with Advising closely or establishing a LANC advising team to better inform prospective LANC BA Minor students. It would also be important to provide students with clear long-term timetables regarding courses offering.
- (4) We recommend keeping existing language labs. First, Survey Reports show low scores in the “emotional and physical safety” category. The labs allow to build better relationships with classmates and the conversationalists, as they are offered in small groups. Better and closer relationships can lead students to open more easily in the face of emotional concerns or difficulties. Secondly, the progression of PLO #3 was noted as a weakness, as only four regularly offered Mandarin courses are advancing it. Therefore, languages labs in small groups, targeting essentially the development and advancement of PLO #3, are a great place to advance this PLO.
- (5) We recommend consulting with Counselling Services to explore ways to meet the students’ needs in terms of emotional and physical safety that apply to all our courses.

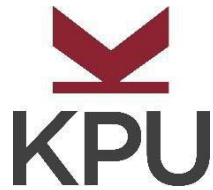
Resources, Services and Facilities

The existing resources in the program appear to be accessible to students and faculty, but they are not fully utilized. Also, 50% of instructors indicated the accessible technology does not sufficiently meet the program's need. As previously mentioned, the lack of usage for some resources does not seem very alarming as most of our courses are introductory courses and/or do not require such resources.

- (1) We recommend collecting data on faculty and students' preferences regarding eBooks, periodicals, journals, and learning resources (such as vocabulary games, cue cards, etc.) We might need to subscribe or buy new ones, depending on faculty's needs and students' interests. Also, as students mainly use eBooks and like the availability and accessibility of free online resources, we recommend allocating more open access resources to our program. We also recommend adding links to these resources on our department's website (to be copied into each instructor's Moodle page). Each of our mini discipline could provide a list of relevant eBooks, magazines, and websites for each of their courses, so we could clearly display which resources are available to students depending on which course(s) they are taking.
- (2) Students and faculty satisfaction regarding library orientation is also low, and we recommend investigating further to understand what needs to be improved.
- (3) There appears to be a concerning lack of data around specific technology needs and requirements for both students and faculty. We recommend collecting more relevant data from students and faculty regarding technology, and to establish which specific technology is needed to deliver the course content most successfully. We recommend consulting IT and Teaching and Learning to explore other tools and applications after identifying our needs.
- ~~(4) There also appears to be a concerning lack of data around specific facilities needs and requirements for both students and faculty.~~ Based on the bare minimum facilities that are needed to deliver courses successfully, we recommend allowing more spacious conversation lab classes.
- ~~(4)~~(5) We ~~also~~ recommend creating a study room for the Language and Culture department, where students can meet to practice oral exams with classmates, record dialogues for projects, or congregate.
- ~~(5)~~(6) Advising Services, Career Services, and Accessibility Services are used heavily by students and faculty, but their satisfaction regarding meeting program needs is low. We recommend collaborating better with these services by providing detailed and updated information about our Minor, which could result in a higher number of student enrolments, particularly in our Minor.

7. Appendices

Appendices are provided in separate document.



FACULTY OF ARTS
BA MINOR LANGUAGE AND
CULTURE SELF-STUDY
REPORT APPENDICES
OCTOBER 2022

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Appendix A: Career Pathways map

Sector	Possible Careers
Business	International Investment Manager International Client Service Representative Intercultural Sales Consultant International Banking Customer Service Officer Business Analyst Marketing Officer HR Recruiter Customer Support Representative
Education	Language Teacher TEFL instructor Tutor Adult Literacy Instructor Student Services Coordinator Study Abroad Advisor International Education Coordinator Professor / Researcher Cross-Cultural Awareness and Communication Consultant
Government	Police Officer Immigration Officer Refugee Counselor Diplomat Museum Curator Foreign Language Intelligence Analyst
Health care	Speech Language Pathologist Bicultural Mental Health Associate Communication Specialist Global Health Manager
International Development	Administrative Coordinator Development Officer Fundraiser Grants Officer Development and Communications Associate Cultural Consultant for NGOs International Aid Officer Language Services Interpreter Cultural Intelligence Analyst
Law	Immigration advocate Immigration Lawyer Mediator Court Certified Interpreter
Media	Journalist Editor Content Manager Digital Communication Specialist

	Cross-Cultural Advertisement Consultant
Tourism & Hospitality	Tourist Guide Cruise Ship Attendant International Event Attendant/Coordinator Tour Operator Hospitality Services Attendant/Coordinator Translator and Interpreter

Appendix B: Competencies BA Minor Language and Culture

BA Minor Language and Cultures

	Oral skills	Interpersonal & teamwork skills	Leadership & management skills	Writing skills	Reading & information skills	Intercultural skills	Citizenship and global perspective
INDUSTRY COMPETENCIES							
Express clear and organized ideas	x	x	x	x			
Transmit knowledge effectively	x	x		x			
Share ideas & opinions respectfully	x	x	x	x		x	
Convince	x	x	x	x		x	
Understand people's perspectives	x	x	x		x	x	x
Think critically	x	x	x	x	x	x	x
Interact appropriately with people of different cultural and linguistic background	x	x	x	x		x	x
Engage with communities	x	x	x	x		x	x
Adapt to different clienteles		x	x	x		x	x
Read situations through contextual sensitivity	x	x			x	x	x
Write accurately			x	x		x	
Develop pluralistic views of the contemporary world		x	x		x	x	x
Be flexible and adaptable		x	x			x	x
Collaborate	x	x	x			x	x
Information literacy	x		x		x		x
Digital literacy	x				x		
Social skills	x	x	x	x		x	x

[illegible]

	Graduate competency buckets							
	Oral skills	Interpersonal skills	Teamwork and leadership skills	Management & entrepreneurial skills	Writing skills	Reading & information skills	Intercultural skills	Citizenship and global perspective
ENRICHED CIVIC & PERSONAL LIFE COMPETENCIES								
Share opinions respectfully	x	x	x	x	x		x	x
Understand people's perspectives	x	x	x	x			x	x
Think critically	x	x	x	x	x	x	x	x
Respond in culturally appropriate ways	x	x	x	x	x		x	x
Engage with communities	x	x	x	x	x		x	x
Acquire cultural sensitivity	x	x	x				x	x
Building communities	x	x	x	x	x	x	x	x
Develop pluralistic views of the contemporary world		x	x	x		x	x	x
Understanding of the complex and diverse indigenous cultures & nations of the world		x	x	x		x	x	x

Appendix C: Align Competencies and PLOs

A student who successfully completes the BA Minor in Language and Cultures program will have reliably demonstrated the ability to	PLO Alignment with the Credential (YES/NO)	Oral skills	Interpersonal & teamwork skills	Leadership & entrepreneurial skills	Writing skills	Reading & information skills	Intercultural skills	Citizenship and global perspective
DEVELOP PROGRAM LEARNING OUTCOMES								
Recognize the internal functions of language.		x			x	x		
Reflect on the internal and social functions of language.		x	x	x	x	x	x	x
Use the target language at an intermediate level in different communicative contexts.		x			x	x		
Apply language appropriately and effectively when communicating with people of different cultural and linguistic background.			x	x			x	x
Examine materials in which cultural traditions, beliefs, values, behaviors, norms, ways of thinking, challenges, or points of view are involved. Such materials could include visuals, texts, and discourses.			x	x		x	x	x
Recognize the pluralistic views of the contemporary world.				x			x	x
Integrate a global mindset in personal and professional settings.			x	x			x	x

Appendix D: Curriculum Map

PROGRAM COURSES AND THEIR COURSE LEARNING OUTCOMES	PLO#1	PLO#2	PLO#3	PROGRAM LEARNING OUTCOMES			
	Recognize the internal functions of language	Reflect on the internal and social functions of language	Use the target language at an intermediate level in different communicative contexts	Apply language appropriately and effectively when communicating with people from different cultural and linguistic background	Examine materials in which cultural traditions, beliefs, values, behaviors, norms, ways of thinking, challenges, or points of view are involved. Such materail could include visuals, texts and discourses.	Recognize the pluralistic views of the contemporary world	Integrate a global mindset in personal and professional settings
3 credits (1 course) in LING - Eligible Courses Are:							
LING 1100: Introduction to Language Structure	I	I			I		
Recognize and describe cross-linguistic diversity	I				I		
Explain basic linguistic terminology and concepts	I						
Understand basic morphology, syntax, phonetics, phonology and semantics	I						
Analyze languages in the five structural domains listed above		I			I		
Apply analytical skills in discussions and assignments		I					
Think critically about the applications of linguistic research		I					
Appreciate language with critical acumen and insight: describe what language is, how it can be characterized, and how it is acquired	I	I					
LING 1300: Languages of the World	I	I			I	I	
Recognize and appreciate cross-linguistic and cross-cultural diversity	I				I	I	
Analyze prevalent myths concerning language critically		I					
Identify key concepts in language typology, multilingualism and multiculturalism	I						
Describe the main structural characteristics and particular socioeconomic contexts of language groups in Europe, Asia, Africa and the Americas	I						
Recognize and explain the causes and consequences of language endangerment, death and revival	I						
Explain influences of culture and society on linguistic choices		I			I		
Critique social, economic and political factors that lead to the creation of linguistic and cultural stereotypes		I			I		
Critically analyze relevant academic literature		I					
Apply analytical skills in discussions and assignments		I					
Write meaningful responses to questions about languages and cultures	I	I					
LING 2120: Grammatical Patterns in Language	D	D			D		
Explain key terminology and concepts relating to basic morphology, syntax and semantics	D						
Apply analytical skills to solving data sets from different languages in assignments and tests		D					
Analyze differences and similarities between word and sentence structures of various languages		D			D		
Present strong, well-organized arguments for linguistic analyses		D					

Critically evaluate morphological and syntactic theories		D					
LING 2400: First and Second Language Acquisition	I	D			D		
Identify basic terminology and key concepts relating to first language acquisition and second language learning	I						
Know the main methodologies used in language acquisition research	I						
Summarize the major debates in current language acquisition research		I					
Explain typical development of the sound patterns, vocabulary, word and sentence structures and communicative competence in a child's first language		D			D		
Recognize and explain key issues in lexical, phonological and syntactic second language learning and teaching	I	D			D		
Analyze differences and similarities between first and second language acquisition		D			D		
Critically analyze relevant academic texts		D					
Apply analytical skills in discussions and assignments		D					
Write meaningful responses to questions about language development		D					
Research, organize and develop a short research paper on a relevant topic		D					
LING 3390: Indigenous Languages in Canada	D	A			A	A	
Identify the Indigenous languages and language families in Canada							
Identify basic terminology and key concepts in linguistics as illustrated by Indigenous languages in Canada	D						
Describe the main methodologies used in research on Indigenous languages, including community-based revitalization strategies						A	
Summarize some of the current challenges facing Indigenous language communities in Canada						A	
Explain the range of relationships that exist between language and society, and understand the social and cultural factors that affect Indigenous language use		A			A	A	
Critically analyze relevant academic texts		A					
Apply analytical skills in discussions and assignments		A					
Develop and organize research and write a short report on a relevant topic		A					
Research, organize and develop a group poster presentation on a relevant topic		A					
3 credits (1 course) in language courses at 2000 level or higher - Eligible Courses Are:							
FREN 2200: Intermediate French I	D		D	I	I	I	
Communicate in French in a wide array of authentic language situations	D		D	I			
Read and comprehend simple texts from a variety of sources such as stories, newspaper articles, essays, and personal letters	D		D		I		
Write clear, grammatically correct expository compositions of up to 200 words			D	I			
Discern basic sociocultural practices in varied situations involving French-speaking people	I				I	I	
FREN 2201: Intermediate French II	D		D	D	I	I	
Communicate in French in a wide array of more complex authentic language situations	D		D	D			
Read and comprehend more complex texts from a variety of sources	D		D		I		
Write clear, grammatically correct expository and narrative compositions of up to 250 words			D	D			
Analyze contemporary sociocultural practices in varied situations	I				I		
Identify many of the differences between their own and Francophone cultures					I	I	
FREN 2220: French Oral Skills	D		D	D	I		

Express ideas and opinions in conversations and instructor-guided discussions			D	D			
Listen, comprehend and respond to a variety of short, non-structured verbal input	D		D	D			
Use appropriate language conventions during oral communication activities	D		D	D			
Prepare and deliver oral presentations on selected topics			D	D			
Understand and identify regional idioms and colloquial expressions					I		
FREN 3100: French Oral & Writing Skills	D	I	A	D	D	I	
Converse articulately and give opinions on a wide range of topics, including current events and popular culture			A	D			
Understand and respond to authentic queries and requests made by native speakers	D		A	A			
Prepare and deliver oral presentations on a variety of selected topics			A	D			
Choose vocabulary with awareness of registers and connotation	D	I	A				
Understand and identify various accents, regional idioms and colloquial expressions					D	I	
Apply correct grammatical structures in oral and written French			A	D			
Create written work with control of tone, organization, and style		I	A	A			
FREN 3110: Francophone Culture Through Film					A	A	
Recognize and evaluate significant aspects of contemporary Francophone cultures, especially as they are portrayed in films					A	A	
Identify key events and movements in the cultural history of specific areas of the French-speaking world					A		
Respond critically to claims about themes and concepts pertaining to traditions from the French-speaking world						A	
Describe diversity and change within Francophone cultures as reflected in film					A	A	
Read and discuss critically relevant academic articles on Francophone media and culture					A		
Produce insightful, well-developed essays and other projects on themes related to contemporary culture related to films seen in class							
Apply analytical skills in discussions, debates and reports							
Describe and analyze the role of media in shaping or undoing cultural norms						A	
FREN 3300: Upper Intermediate French I	D	I	D	D	D	I	I
Perform communicative tasks, using a wide vocabulary and complex grammatical structures at an upper-intermediate level			D	D			
Read authentic texts such as short stories, newspaper and magazine articles	D		D		D		
Write compositions, summaries, narratives, descriptions, and analyses of up to 300 words			D	D			
Identify situations and contexts and communicate with an appropriate level of formality	D	I		D			I
Identify and appreciate cultural differences and similarities as expressed in movies and in the works of Francophone writers	D				D	I	
FREN 3301: Upper Intermediate French II	A	D	D	A	D	D	I
perform communicative tasks, using fluent competence in vocabulary and complex grammatical structures at an upper-intermediate level			D	A			
read and analyze authentic texts such as narratives (short stories, excerpts from novels), newspaper and magazine articles	A	D	D		D		
write compositions, summaries, narratives, descriptions, and analyses of up to 400 words			D	D			
communicate with an appropriate level of formality for a given situation and context		D	D	A			I
identify and appreciate cultural differences and similarities as expressed in movies and in the works of Francophone writers	A				D	D	

discern and describe important trends in contemporary Francophone cinematic and literary production			D				
JAPN 2200: Intermediate Japanese I	D		D	I	I	I	
Develop oral and aural skills to perform communicative tasks in social and professional life situations			D	I			
Read and write up to 250 kanji characters	D		D				
Read short texts including stories, newspaper and magazine articles, essays, and business and personal letters	D		D		I		
Write coherent paragraphs and short essays in Japanese			D	I			
Examine one's own sociocultural norms, values, and beliefs through the study of Japanese culture	I				I	I	
JAPN 2201: Intermediate Japanese II	D		D	D	I	I	I
Develop oral and aural skills to perform communicative tasks in a variety of academic and professional life situations			D	D			
Read and write up to 350 kanji characters	D		D				
Read various genres, including modern Japanese prose and essays	D		D		I		
Write short compositions with reasonable accuracy and speed			D	D			
Write in a variety of genres such as personal and business letters, reports, resumes, and essays			D	D			
Examine one's own sociocultural norms, values, and beliefs through the study of Japanese culture, and develop intercultural communication skills	D				I	I	I
JAPN 3300: Upper Intermediate Japanese I	D	D	D	D	D	I	I
perform communicative tasks, using a variety of vocabulary and complex grammatical structures to an upper-intermediate level			D	D			
identify a situation and context and communicate with an appropriate level of formality	D	I		D			I
interpret academic and spoken Japanese in a variety of situations	D	D	D		D		
differentiate different genres of writing	D		D				
construct reports and essays in an academic context			D	D			
identify elements of Japanese culture reflected in written and spoken Japanese	D					I	
JAPN 3301: Upper Intermediate Japanese II	A	D	A	A	D	D	I
Perform communicative tasks, using competence in a variety of vocabulary and complex grammatical structures at an upper-intermediate level			D	A			
Communicate with an appropriate level of formality for a given situation and context		D	D	D			I
Interpret academic and spoken Japanese in a variety of situations	A	D	D		D		
Utilize different genres of writing			D	A			
Construct reports and essays in academic and work-related contexts			D	A			
Analyze elements of Japanese culture reflected in written and spoken Japanese	A				D	D	
JAPN 4400: Advanced Japanese I: Conversation	A		A	A	D	D	D
Perform communicative tasks demonstrating competence in a variety of vocabulary and complex grammatical structures at an advanced level			A	A			
Communicate with native speakers with a degree of fluency and spontaneity	A		A	A			D
Converse articulately on a wide range of subjects and express a viewpoint on an issue	A		A	A			
Construct reports and short essays in support of oral projects			D	A			
Refine their knowledge of Japanese culture					D	D	
JAPN 4410: Advanced Japanese for Business			A	A	D	D	D

Perform communicative tasks with a variety of vocabulary and complex grammatical structures in a business context			A	A			
Communicate with native speakers in a business context with a degree of fluency and spontaneity			A	A			D
Converse articulately on a wide range of business related subjects and express a viewpoint on business			A	A			D
Construct reports and papers in support of business related oral projects			A	A			
Read Japanese newspapers and magazine articles related to business			A		D		
Produce a research paper on topics related to Japanese business			A	D			
Develop knowledge of Japanese business culture					D	D	
MAND 2200: Intermediate Mandarin I	D		D	I	I	I	
Comprehend a wide array of authentic language situations	D		D				
Read and comprehend intermediate writings	D		D		I		
Support an opinion, defend a point of view and make hypotheses			D	I			
Write longer compositions both in Chinese characters and in Pinyin			D	I			
Better identify many of the differences between their own and the Chinese culture and customs					I	I	
MAND 2201: Intermediate Mandarin II	D		D	D	I	I	
Comprehend a wide array of more complex authentic language situations	D		D				
Read and comprehend more complex and sophisticated writings	D		D		I		
Support an opinion, defend a point of view and make hypotheses			D	D			
Write clear, grammatically correct compositions both in Chinese characters and in Pinyin			D	D			
Better identify many of the differences between their own and the Chinese culture and customs					I	I	
MAND 3310: Upper Intermediate Mandarin: Reading & Writing I	D	D	D	D	D	D	I
Use aproximately 350 new vocabulary and phrases at the upper intermediate level			D	D			
Apply upper intermediate grammar structures in writing and speaking			D	D			
Recognize and write both simplified Chinese characters and Pinyin, the Chinese phonetic spelling system	D		D				
Comprehend reading materials on various social and cultural topics	D	D	D		D		
Use different writing styles to write short essays with competence and confidence			D	D			
Conduct conversations within the correct social context with accuracy and fluency		D	D	D			I
Understand and discuss social and cultural issues and express their opinions with the newly acquired grammar and vocabulary			D	D	D		
Better understand Chinese language, culture, history and society	A	D			D	D	
MAND 3311: Upper Intermediate Mandarin II: Reading & Writing	D	D	D	D	D	D	I
Use about 350 new vocabulary and phrases at the upper intermediate level			D	D			
Apply advanced grammatical structures in writing and speaking			A	D			
Acquire and apply Chinese word-formation rules at the upper intermediate level			D				
Recognize and write both simplified Chinese characters and Pinyin, the Chinese phonetic spelling system	D		D				
Comprehend reading materials on various social and cultural topics	D	D	D		D		
Use different writing styles to write longer essays with competence and confidence			D	D			
Conduct conversations within the correct social context with accuracy and fluency		D	D	D			I
Understand and discuss social and cultural issues and express their opinions with the newly acquired grammar and vocabulary			D	D	D		
Better understand Chinese language, culture, history and society	A	D			D	D	

MAND 4321: Business Chinese I			A	A	A	D	D
Understand business and commerce operations in the Chinese-speaking countries and regions						A	
Participate adequately in business discussions and projects			A	A			D
Investigate the fundamental business concepts and practice in Chinese-speaking countries and regions					A	D	
Write in Chinese common types of business documents including curricula vitae, business proposals, plans and reports			A	A			
Research and explore topics related to Chinese business and commerce			A		A		
Identify cross-cultural similarities and differences in business practices					A	D	I
Critique resources that relate to Chinese business			A				
MAND 4323: Business Chinese II			A	A	A	D	D
Understand business and commerce operations in the Chinese-speaking countries and regions						A	
Participate in advanced business discussions and projects			A	A			A
Investigate business concepts and practices in Chinese-speaking countries and regions					A	D	
Use Chinese characters to write all types of business documents including contracts, investment plans and financial reports			A	A			
Research and explore advanced topics related to Chinese business and commerce			A		A		
Identify cross-cultural similarities and differences in business practices					A	D	D
Critique resources in Chinese that relate to finance, investment and contract negotiations			A				
MAND 4481: Modern Chinese Literature I			A	A	A		
Apply approaches, methodologies, and theories of modern Chinese literature			A				
Understand the background context (1911-1949) necessary to analyze and appreciate Chinese literary texts in the political, social and cultural contexts of their production					A		
Critique modern Chinese literature of the designated period			A				
Understand and write literary Chinese			A	A	A		
Apply acquired literary and research skills to a range of professional arenas			A				D
MAND 4483: Modern Chinese Literature II			A	A	A		D
Critique methodologies and theories of modern Chinese literature at an advanced level			A				
Understand the background context (1949-present) necessary to analyze and appreciate Chinese literary texts in the political, social and cultural contexts of their production					A		
Critique modern Chinese literature of the designated period			A				
Understand and use literary Chinese at an advanced level			A	A	A		
Apply advanced literary and research skills to a range of professional arenas			A				D
PUNJ 2200: Intermediate Punjabi I	D		D	I	I	I	
comprehend Punjabi used in authentic language situations	D		D				
read and comprehend Punjabi writing & authentic documents at the intermediate level	D		D		I		
support an opinion, defend a point of view, and make hypotheses in Punjabi			D	I			
write expository 200-word compositions in Punjabi			D	I			
identify aspects of Punjabi culture as expressed in the readings	I				I	I	
identify differences between their own and the Punjabi culture					I	I	
PUNJ 2201: Intermediate Punjabi II	D		D	D	I	I	

comprehend Punjabi at a more advanced intermediate level in authentic language situations	D		D				
read and comprehend more advanced writing at the intermediate level	D		D		I		
support an opinion, defend a point of view, and make hypotheses in Punjabi using more advanced vocabulary at the intermediate level			D	D			
write expository 250-word compositions in Punjabi			D	D			
identify aspects of Punjabi culture as expressed in the works of Punjabi writers	I				I	I	
identify differences between their own and the Punjabi culture					I	I	
PUNJ 3300: Learn Punjabi Through Punjabi Canadian Literature	D	I	A	D	D	I	I
Perform communicative tasks, using a variety of vocabulary and complex grammatical structures at an upper-intermediate level			A	D			
Identify a situation and communicate with an appropriate level of formality	D	I	D	D			I
Comprehend academic and spoken Punjabi in a variety of situations	D	I	A		D		
Write expository word compositions in Punjabi			A	D			
Support an opinion, defend a point of view, and make hypotheses in Punjabi			D	D			
write journals, reports and essays			A	D			
Identify elements of Punjabi and Punjabi Canadian culture reflected in written and spoken Punjabi	D				D	I	
Successfully communicate with members of the Punjabi community			D	D			I
PUNJ 3301: Learn Punjabi Through Punjabi Literature	A	D	A	A	D	D	I
perform communicative tasks, using fluent competence in vocabulary and complex grammatical structures at an upper-intermediate level			A	A			
communicate with an appropriate level of formality for a given situation and context		D	A	A			I
read and analyze texts such as narratives (short stories, excerpts from novels and plays), journals, newspapers and magazine articles, or blogs	A	D	A		D		
write compositions such as summaries, narratives, descriptions and/or analyses			A	A			
comprehend, summarize and analyze texts and movies	A	D	A		D		
identify and appreciate cultural differences and similarities as expressed in movies and in the works of Punjabi writers	A				D	D	
examine social issues reflected in Punjabi literature and film	D				D		
SPAN 2200: Intermediate Spanish I	D		D	I	I		
Comprehend the Spanish language in authentic aural language situations	D		D				
Comprehend readings of simple writings in Spanish	D		I		I		
Support an opinion, defend a point of view, and make hypotheses			D	I			
Express themselves in writing			D	D			
Understand Spanish-speaking culture as expressed by Spanish-speaking writers	I				I		
Control vocabulary and grammatical structures at an intermediate level				I			
SPAN 2201: Intermediate Spanish II	D		D	D	D		
Comprehend more complex authentic aural language situations in Spanish	D		D				
Comprehend readings of more complex Spanish writings	D		D				
Support an opinion, defend a point of view, and make hypotheses			D	D			
Express themself in writing using more complex sentences in Spanish			D	D			
Understand culture as expressed in the world of Spanish-speaking writers					D		
SPAN 3310: Advanced Spanish Conversation through Film	A	A	A	D	A	A	D
Use Spanish with advanced cultural competency with several Spanish-speaking communities			A	D			D

Develop a complex and sophisticated understanding of different Spanish-speaking communities					A	A	
Identify linguistic and cultural elements of different Spanish-speaking groups	A				A		
Identify historic, political, and social elements of different Spanish-speaking groups	A				A		
Apply advanced conversational skills in Spanish during film discussions			A				
Think critically about film themes		A					
Analyze films within units studied		A	A		A		
Research film themes focusing on specific Spanish-speaking groups			A		A		
SPAN 3450: Culture and Society in the Spanish-Speaking World	I	D		A	D	D	A
Identify cultural traditions, values, and norms most common to and shared within the Spanish-speaking world	I				D		
Develop a more sophisticated understanding of how culture is used to organize behaviours (verbal and non-verbal), expectations, and structure life within the Spanish speaking world		D			D	D	
Explore and apply the content learning to personal and professional settings involving interactions with Spanish-speaking people and societies				A	A		A
Increase intercultural capability in relation to interactions with Spanish-speaking people and societies				A			A
12 credits (4 courses) in LANC courses at 3000 level or higher - Eligible Courses Are:							
LANC 3110: Francophone Culture Through Film (cross-listed FREN 3110)							
Recognize and evaluate significant aspects of contemporary Francophone cultures, especially as they are portrayed in films							
Identify key events and movements in the cultural history of specific areas of the French-speaking world							
Respond critically to claims about themes and concepts pertaining to traditions from the French-speaking world							
Describe diversity and change within Francophone cultures as reflected in film							
Read and discuss critically relevant academic articles on Francophone media and culture							
Produce insightful, well-developed essays and other projects on themes related to contemporary culture related to films seen in class							
Apply analytical skills in discussions, debates and reports							
Describe and analyze the role of media in shaping or undoing cultural norms							
LANC 3150: Developing Interculture Competencies in the 21st Century	D	A		A	D	A	A
Conceptualize and identify intercultural competencies and skills	D					A	
Identify and assess models of intercultural competence development						A	
Explore personal, professional, and global cross-cultural settings				A			
Explore and develop personal intercultural capability				A	D		D
Reflect on future personal, professional, and global cross-cultural settings		A					
Identify best practices for effective intercultural relations		A			D		
Develop and apply a global mindset							D
LANC 3154: Chinese Cinema and Society (cross-listed ASIA 3154)							
Identify and analyze the major Chinese/Hong Kong/Taiwanese directors and their films							
Critically analyze the evolution of cinema in mainland China, Hong Kong and Taiwan							

Viewing films critically with attention to mise-en-scene, cinematography, editing, and sound							
Identify and critically analyze the various genres of Chinese cinema							
Analyze the relationship between Chinese history and cinematic themes							
Apply advanced level research and writing techniques to analyze the influence of cinema on Chinese society and culture							
LANC 3310: Japanese Culture and Business					A	D	D
Define customs and values associated with Japanese business					A		
Research and explore topics related to Japanese business and culture					A		
Identify and critique theories and stereotypes of "Japanese-style business management" (nihonteki keiei)						D	
Explain connections between business leaders, politicians and senior bureaucrats in modern Japan					A		
Explore the relationship between workers (and their unions) and business leaders in Japan					A		
Describe the significance of business in the "invention" of Japanese culture					A		
Identify cross-cultural similarities and differences in business practices					A	D	I
Expose political and economic motives behind competing concepts of Japanese-style business management and the "essence" of Japanese culture					A		
Explain the influence of business practices on other aspects of Japanese society					A		
Read and critically analyze relevant academic articles and texts					A		
Critique movies and documentaries that relate to Japanese business					A		
Apply analytical skills in discussions and assignments							
Write thoughtful and well-developed responses to cultural questions							D
LANC 3320: Japanese Culture Through Film					A	A	D
Evaluate significant aspects of contemporary Japanese culture, especially as they are portrayed in films					A		
Identify key events and movements in the cultural history of modern Japan					A		
Respond critically to claims about themes and concepts in Japan's intellectual traditions						A	
Describe diversity and change within Japanese culture as reflected in film						A	
Read and discuss critically relevant academic articles on Japanese media and culture					A		
Write a thoughtful, well-developed essay on a theme related to film in contemporary culture							
Apply analytical skills in discussions, debates and reports							D
Describe and analyze the role of media in cultural definition and change						A	
LANC 3390: Indigenous Languages in Canada (cross-listed LING 3390)							
Identify the Indigenous languages and language families in Canada							
Identify basic terminology and key concepts in linguistics as illustrated by Indigenous languages in Canada							
Describe the main methodologies used in research on Indigenous languages, including community-based revitalization strategies							
Summarize some of the current challenges facing Indigenous language communities in Canada							
Explain the range of relationships that exist between language and society, and understand the social and cultural factors that affect Indigenous language use							

Critically analyze relevant academic texts							
Apply analytical skills in discussions and assignments							
Develop and organize research and write a short report on a relevant topic							
Research, organize and develop a group poster presentation on a relevant topic							
LANC 3450: Culture and Society in the Spanish-Speaking World (cross-listed SPAN 3450)							
Identify cultural traditions, values, and norms most common to and shared within the Spanish-speaking world							
Develop a more sophisticated understanding of how culture is used to organize behaviours (verbal and non-verbal), expectations, and structure life within the Spanish speaking world							
Explore and apply the content learning to personal and professional settings involving interactions with Spanish-speaking people and societies							
Increase intercultural capability in relation to interactions with Spanish-speaking people and societies							
LANC 3860 South Asian Folklore	I	D			A	A	
probe the concepts and theories of folklore, as well as the methods of folklife study							
critically analyze the ways by which cultures establish categories and structures relevant to their understanding of the world	I	D			A	A	
critically examine the reinterpretation of folktales over time in various genres, with an aim to undermine cultural norms or to re-envision them	I	D			A	A	
evaluate and analyze how cultural categories and structures are shared or differ between cultures	I	D			A	A	
critically analyze the role of gender and class in folklore					A		
apply research and critical thinking skills to the analysis of folklore practices						A	
LANC 3870: Bhangra Movements and Identity	D			A	A	A	A
critically analyze the origins and development of Bhangra		D			A		
examine and analyze the controversies surrounding adapted and hybrid forms					A		
critically analyze the relationships of the concepts of belonging and identity in reference to Bhangra	D	D			A		
identify and investigate common concepts and motifs used in Bhangra	D	D		A	A		
critically analyze the relationship of the subaltern with Bhangra		D			A		
apply research and critical thinking skills to the analysis of performance traditions and identity formation						A	A
LANC 4320: Understanding Japanese Culture through Literature					A	A	D
Distinguish the variety of written forms and symbols in Japanese						A	
Analyze critically connections between education, literacy, and identify in contemporary Japan					A		
Explore the relationship between writers and their readership in Japan					A		
Examine the history and development of publishing and print-making in Japan					D		
Understand the relation of the written word to magic and religion in Japan					A		
Recognize the relationship between gender and writing in Japan					D		
Describe the significance of writing in the "invention" of Japanese culture					A		
Discern political and economic motives behind competing views of the written language and the "essence" of Japanese culture					A		
Interpret and critically analyze relevant academic articles and texts					A		
Apply analytical skills in discussions and assignments							

Write thoughtful and well-developed responses to questions about culture							D
Delineate significant developments in Japanese literature from ancient times until today					A		
6 credits (2 courses) at 3000 level or higher from LANC or approved courses							
- Eligible Courses Are:							
ANTH 3330: East Asian Archaeology					A	D	I
Analyze the major time periods and events in East Asian prehistory							
Identify the key processes in the development of East Asian states							
Evaluate current archaeological methods used to examine the rise of social inequality in East Asia					A		
Apply the concepts and methods of archaeology to their own written research project							
Assess the importance of prehistory for contemporary East Asian cultures					A		
Explain East Asian cultures and appreciate the importance of cross-cultural diversity					A	D	
Contextualizing local issues within broader national and international settings							I
ASIA 3151: Gender in East Asia					A	A	A
identify and critically analyze the main characteristics of feminist scholarship and gender issues in contemporary East Asia					A		
critically examine the evolution of gender issues/politics/practices over time in China and Japan					A		
critically analyze the main factors that influenced changes in Chinese and Japanese societies, cultures, and status of women					A	A	
identify and analyze the relationship between gender and various Chinese and Japanese regimes from early modern to modern East Asia					A	A	
apply advanced level research and writing techniques to suggest possible solutions to specific issues in the study of East Asian gender							A
ASIA 3152 Ethnicity in China and Japan					A	A	A
critically examine the origins and development of East Asian national narratives in multi-ethnic contexts					A		
identify and analyze the major ethnic groups of China and Japan							
evaluate the influence, development, and meaning of different ethnic groups in China and Japan in the areas of culture, politics, and history					A	A	
critically examine the influence of gender in East Asian ethnicity					A		
critique a broad range of historiographical debates on the evolution of East Asian ethnicity						A	
analyze the influence of ethnicity and indigenous rights on both East Asian and global history					A	A	
apply research and critical thinking skills to specific social and political problems related to East Asian ethnicity							A
ASIA 3154 Chinese Cinema and Society					A	A	
Identify and analyze the major Chinese/Hong Kong/Taiwanese directors and their films					A		
Critically analyze the evolution of cinema in mainland China, Hong Kong and Taiwan							
Viewing films critically with attention to mise-en-scene, cinematography, editing, and sound							
Identify and critically analyze the various genres of Chinese cinema						A	
Analyze the relationship between Chinese history and cinematic themes					A		

Apply advanced level research and writing techniques to analyze the influence of cinema on Chinese society and culture							
ASIA 3230 Islam in South Asia	I	D			A	A	D
critically analyze the main characteristics of Islam as practiced in South Asia							
critically analyze the evolution of Islam in South Asia							
critically examine the relationship between Islam and society in South Asia in the Medieval, pre-Modern and Modern eras							
critically analyze the relationship between Islam and state power in South Asia							
evaluate the influence of Islamic aesthetics on material and non-material culture in South Asia							
evaluate the role of politicized Islam in the partition of India and the post-partition era							
apply advanced level research and writing techniques to the study of problems related to the place of Islam in South Asia							
ASIA 3255 Gender in South Asia (instructor is in sick leave)							
critically evaluate the various theoretical perspectives on the study of dominant gender norms and issues in a South Asian context							
analyse the complex changes and continuities that have shaped the emergence of gender roles and impacted the peoples of South Asia from the early 1800s up to the present time							
deconstruct and critically assess the various images, roles, statuses, and living conditions in South Asia							
analyse and evaluate the religious, cultural, social, and political forces that impact the lives of women in relation to men in South Asia							
critically evaluate contemporary debates and issues pertaining to discourses of femininity and masculinity in South Asia							
analyze gender issues in the South Asian diaspora							
appraise scholarly works and varied sources in relation to academic principles							
undertake independent scholarly research and provide evidence of the same in their research work							
ASIA 4351 Advanced Topics in Asian Cinema					A	A	A
Critically analyze primary and secondary sources at an advanced level							
Critically evaluate the influence of the chosen genres/directors/national film industries on contemporary cultures in Asia							
Determine and disseminate research findings							
Critically analyze the various methodological and theoretical approaches employed in the study of film							
Apply various methodological and theoretical approaches to the analysis of selected Asian films							
Apply advance research, critical thinking, and writing skills to the analysis of specific issues related to the study of Asian cinema							
HIST 3350 China in the Twentieth Century: Reforms and Revolutions	I	I			A	A	A
critically analyze the major historical developments in China from approximately 1900 to the present					A		
critically analyze the nature and significance of the interactions among China, the West, and other East Asian nations		I			A		
analyze the major events and developments in this area within a regional and global context					A	A	

critically examine concepts such as identity, tradition, modernity, and Westernization and their implications in the context of modern Chinese history					A	A	
critically evaluate arguments and their supporting evidence, taking into account context, perspective, and assumptions	I	I			A	A	A
interrogate a wide range of source materials and utilize these sources to support ideas and arguments					A		
write effectively according to the conventions of the discipline, taking into account audience, purpose, and situation	I	I					A
articulate similarities and differences among peoples and cultures across time and geographic space						A	
HIST 3370 History of Modern Japan	I	I			A	A	A
critically analyze the major historical developments in Japan from approximately 1868 to the present					A		
critically analyze the nature and significance of the interactions among Japan, the West, and other East Asian nations		I			A		
place the major events and developments in this area into a regional and global context						A	
critically examine concepts such as identity, tradition, modernity, and Westernization and their implications in the context of modern Japanese history	I	I			A	A	
apply effective research, writing, and critical thinking skills to the solution of specific historical problems							
evaluate arguments and their supporting evidence, taking into account context, perspective, and assumptions	I	I			A	A	A
interrogate a wide range of source materials and use these sources to support ideas and arguments							
write effectively according to the conventions of the discipline, taking into account audience, purpose, and situation	I	I					A
speak in a public context with confidence and clarity of purpose							
articulate similarities and differences among cultures and peoples across time and geographic space						A	
HIST 4450 China and the West	I	D			A	A	A
Critically analyze the relationship between China and the West across a number of historical eras					A		
Challenge existing myths related to the encounter between China and the West such as "Chinese backwardness" and "Western superiority"					A	A	
Critically examine the changing nature of that relationship and the causes of periodic Sinomania and Sinophobia in the West					A		
Critically analyze a number of texts which purport to merge Chinese and Western philosophies		D			A	A	
Critically analyze historical documents		D			A		
Apply research, critical thinking, and writing skills to finding solutions to historical and philosophical problems related to exchanges between China and the West							
evaluate arguments and their supporting evidence, taking into account context, perspective, and assumptions	I	D			A	A	A
interrogate a wide range of source materials and use these sources to support ideas and arguments					A		

write effectively according to the conventions of the discipline, taking into account audience, purpose, and situation	I	D					A
speak in a public or online context with confidence and clarity of purpose							
articulate similarities and differences among cultures and peoples across time and geographic space						A	
HIST 4470 Warriors of Japan: The Samurai	I	D			A	A	A
critically analyze the roles played by the hereditary warrior elite of pre- and early-modern Japan					A		
examine and critically analyze the process by which Bushido was constructed					A		
distinguish the samurai as historical figure from the samurai as cultural construct					A	A	
critically analyze Japanese and foreign cinematic portrayals of the samurai and bushido					A	A	
apply effective research, writing, and critical thinking skills to the solution of specific historical problems							
evaluate arguments and their supporting evidence, taking into account context, perspective, and assumptions	I	D			A	A	A
interrogate a wide range of source materials and use these sources to support ideas and arguments					A		
write effectively according to the conventions of the discipline, taking into account audience, purpose, and situation	I	D					A
speak in a public or online context with confidence and clarity of purpose							
PHIL 3425 Language and Meaning	D	A			A	A	
Evaluate proposed solutions to epistemological problems about reference and meaning		A			A	A	
Evaluate proposed solutions to metaphysical problems about reference and meaning		A			A	A	
Construct clear and forceful objections to arguments							
Present strong, well-organized arguments, both oral and written							
Use artificial languages to represent the semantic structure of fragments of natural languages	D	A					
POLI 3146 Government and Politics of India Shinder Purewall - no answer							
Critically evaluate academic literature related to the subject area							
Assess the sources and nature of conflict, power and political change in India							
Appraise theories of development and modernization as they apply to India and the South Asia region							
Analyze key developments in political history, political culture and development of democracy in India							
Critically assess advantages and disadvantages of democracy in a developing society							
Critically analyze contemporary political issues facing India							
PSYC 4700 Culture and Psychology		I		D	A	A	D
Analyze critically and explain the role of culture in shaping behaviour		I			A		
Critically analyze the methodological challenges involved in conducting cross-cultural research							
Critically examine the acculturation process of immigrants					A		
Evaluate and explain the significance of culture in determining an individual's sense of self and social interactions		I			A		

Engage in and promote effective and sensitive intercultural communication skills				D		A	D
Evaluate and explain the significance of cultural values in interpersonal interaction		I			A	A	
Analyze, interpret, and evaluate the challenges of comprehending sounds, words, meanings of different languages		I					
Design and critically evaluate grant proposals for research projects involving cultural variables							
Examine critically and explain the influence of cultural contexts					A		

Appendix E: Faculty Qualifications and Currency Profile

The number of FTEs by role:

There are twelve regularized employees out of which four fulltime (100%).

Area(s) of Faculty Expertise:

Languages:

- Cree
- French
- Japanese
- Mandarin
- Punjabi
- Spanish

Concentrations:

- Language acquisitions
- Pedagogy
- Theory
- Dance
- Cultural competency
- Literature
- Linguistics
- Intercultural studies
- Language revitalization
- Gender and woman's studies

Faculty Qualifications:

Number of faculty FTEs with doctorate: Seven Instructors have PhD's

Number of faculty FTEs with masters: Five instructors have MA's

Professional certifications:

Expertise and Qualifications of Instructional Staff: There are 4 Conversationalist in the department with degrees ranging from BA to PhD Candidate. Areas of expertise are Japanese, Mandarin and Punjabi.

Recent Professional Development:

Presentations:

- “New Challenges and Expectations for Post-Pandemic CSL Teacher Training in Canada” at the International Conference on Chinese Second Language Teacher Education, University of Calgary, (Aug 26-27 2022 (forthcoming))
- Co-organized Panel “Contemporary Diasporic Punjabi Musics: Movements and Identities,” at the Association for Asian Studies Annual Conference on March 25, 2022
- “Caste-ing Bhangra: New Approaches to New Forms,” co-written with Kiran Sunar at the Association for Asian Studies Annual Conference (March 25, 2022)
- “The Empty Chair”. BC open campus (2022)
- “Indigenizing the curriculum”: SCOLA. (2022)
- “Indigenous experiences in Settler Colonial Society”. Vancouver Women's Society 2022
- “Enriching Chinese Pedagogy with TCM Wisdom: a Cultural Gem Rediscovered” at “The Dao of Chinese Language Teaching and Learning: A Forum on International Chinese Education 中文教研之道: 国际中文教育论坛 Jointly organized by the Confucius Institute at Seneca College, Department of Language Studies at University of Toronto Scarborough and International School of

Chinese Studies, Northeast Normal University via Zoom (Oct 15, 2021)

- “Challenge in online teaching during the pandemic”. TSCL (Teaching Chinese as a Second Language) Conference (2021)
- “United Nations Sustainable Development Goals Open Pedagogy Faculty-Student Renewable Assignment Showcase”. Arizona Regional OER Conference, Maricopa Community Colleges, USA, (February 26, 2021).
- “Challenges in Assessing, Teaching and Evaluating Chinese Heritage Students” presented at the 2nd International Symposium of the European Association of Chinese Teaching, UCD Confucius Institute of Ireland, University College Dublin, Belfield, Dublin, Ireland, (April 12-13 2021)
- “Enriching Chinese Pedagogy with TCM Wisdom: a Cultural Gem Rediscovered” at “The Dao of Chinese Language Teaching and Learning: A Forum on International Chinese Education 中文教研之道: 国际中文教育论坛 Jointly organized by the Confucius Institute at Seneca College, Department of Language Studies at University of Toronto Scarborough and International School of Chinese Studies, Northeast Normal University via Zoom (Oct 15, 2021)
- "Get Your Bhangra On!" workshop during UBC Homecoming (Sept. 19, 2021)
- “La novela milagro de la paz (1994), vínculo entre la guerra y la post guerra” LV Congress of the Canadian Association of Hispanists in Vancouver BC (2019)
- “La guerra y la post guerra salvadoreña en Milagro de la paz (1994)” 8th Latina America Research Group Workshop at The University of Victoria (2019)
- “Community Partnerships in Education”. Canadian Society for the Study of Education UBC (2019).
- “Developing 21st Century Competences in the Foreign Language Classroom. Educating the Global Citizen”: International Perspectives on Foreign Language Teaching in the Digital Age, Ludwig-Maximilians-Universität in Munich, Germany, (March 25-28, 2019).
- Organized Workshop "l'autofiction" for "Colloque de l'APFUCC" at the University of British Columbia (2019)
- "l'art des échanges culturels" Seminar at the University of Victoria (2019)
- “A Trilateral Approach to Test Design and Grading for Beginner Chinese courses” presented at the 15th Canadian National TCSL Colloquium and the 2019 AGM of the Canadian TCSL Association, Crofton House, Vancouver, (April 27, 2019)
- “Challenges in Assessing, Teaching and Evaluating Chinese Heritage Students” presented at the 2nd International Symposium of the European Association of Chinese Teaching, UCD Confucius Institute of Ireland, University College Dublin, Belfield, Dublin, Ireland, April 12-13 2019
- “Refining sound interpretation in Finnish ideophones” Poster presentation, with Solveiga Armoskaite and Liisa Duncan, Annual Conference of the Canadian Linguistic Association, Ryerson University, (May 28, 2017).
- “(Un)learning in Academia: When Stories Just Are. Awakening the Spirit” Conference. University of British Columbia/Simon Fraser University. Vancouver B.C. (2017)

Publications:

- Alternate Currents: Reiki's Circulation in the Twentieth-Century North Pacific (Honolulu: University of Hawai'i Press, expected summer 2023).
- Routledge Handbook of Religion, Medicine, and Health, co-edited with Pamela Klassen, Dorothea Lüddeckens, and Philipp Hetmanczyk (New York: Routledge, 2022).
- "Introduction: Critical Approaches to the Entanglement of Religion, Medicine, and Healing" (co-authored with Dorothea Lüddeckens, Pamela Klassen, and Philipp Hetmanczyk), Routledge Handbook of Religion, Medicine, and Health (New York: Routledge, 2022), 1-10.
- "Energy Healing: Reiki, Therapeutic Touch, and Healing Touch in the United States and Beyond," Routledge Handbook of Religion, Medicine, and Health (New York: Routledge, 2022), 115-141.
- “Trinjan Audiotopias: Complaint, Desire, and the Bawdy in Punjabi Giddha Performance Practices, co-written paper Kiran Sunar in an edited volume, *Punjab Sounds: Affect, Technology and the Aural*

across Region and Nation. (2022)

- ‘Enriching Chinese Language Pedagogy with TCM Wisdom: A Cultural Gem Rediscovered’. In Helen Xiaoyan Wu and Xin Qi (eds.), *Research in Chinese International Education 国际中文教育之研究* (forthcoming). Northeast China Teachers’ University Press, Changchun, China. (2022)
- ‘Student Engagement and Pedagogical Innovations for the Pandemic-Precipitated Online Delivery of University Chinese Courses’. In Yanyin Zhang and Xiaoping Gao (eds.), *Frontiers of L2 Chinese Language Education: A Global Perspective* (pp. 51-67). Routledge. (2021)
- “Nationalism and Buddhist Youth Groups in the Japanese, British, and American Empires, 1880s–1930s,” *Journal of Global Buddhism* 22:2 (2021), 341-359.
- “Developing 21st-Century Competences in Telecollaborative Projects through Digital Storytelling. [with Dr. Ana Sevilla-Pavón, University of Valencia, Spain] In F. Nami (Ed.), *Digital Storytelling in Second and Foreign Language Teaching*. Peter Lang, NY: 155-177.
- "Japanese Religions and the Global Occult" (special issue, co-edited with Ioannis Gaitanidis), *Japanese Religions* 44 (2019).
- "Japanese Religions and the Global Occult: An Introduction and Literature Review" (co-authored with Ioannis Gaitanidis), *Japanese Religions* 44 (2019), 1–32.
- “‘Universe Energy’: Translation and Reiki Healing in the Twentieth-Century North Pacific,” *Asian Medicine* 14:1 (2019), 81–103.
- “Psychosomatic Buddhist Medicine at the Dawn of Modern Japan: Hara Tanzan’s ‘On the Difference Between the Brain and the Spinal Cord’ (1869),” in *Buddhism and Medicine: An Anthology of Modern and Contemporary Voices*, edited by C. Pierce Salguero (New York: Columbia University Press, 2019), 38–44.
- ‘Error Analysis and the S-final Focus Feature in Chinese’ Ch34 in Matthewson, Lisa, Erin Guntly and Michael Rochemont (eds.), *Wa7 xweysás i nqwal’utteniha i ucwalmícwa: He loves the people’s languages. Essays in honour of Henry Davis* (pp.521-534). Vancouver, BC: UBC Occasional Papers in Linguistics vol. 6. (2018)
- Guest editor, with Solveiga Armoskaite, of a Special Edition on Ideophones for the *Canadian Journal of Linguistics: Structuring sensory imagery – ideophones across languages and cultures*, published by Cambridge University Press. (2017)
- (with S. Armoskaite) Structuring sensory imagery: ideophones across languages and cultures. *Canadian Journal of Linguistics*, 62(2): 149-153. <https://muse.jhu.edu/article/659177> (2017)
- (with S. Armoskaite) Serial nouns in Finnish. *Canadian Journal of Linguistics*, 62(2): 280-313. <https://muse.jhu.edu/article/659183> (2017)
- [co-editor with Dr. Grisel Garcia Perez, UBCO] *Promoting Intercultural Communication Competencies in Higher Education*. IGI Global, Harshey, Pennsylvania (USA). (2017)

Appendix F: Alumni Survey Report

BA Minor in Language and Culture Program Review - Alumni Survey Results

The alumni survey was sent to 45 BA Minor in Language and Culture alumni. A total of 11 alumni responded. The response rate is 24%.

Note: The data includes open-ended comments. In order to preserve integrity and objectivity, OPA does not do value-judgment editing (i.e. we do not fix spelling errors, syntax issues, punctuation, etc.). Comments are included verbatim – with one exception: if individuals or courses are named, OPA redacts the name of the instructor or course. This rule applies to whether the comment is good, bad or indifferent.

1 - When did you complete KPU's BA Minor in Language and Culture program?

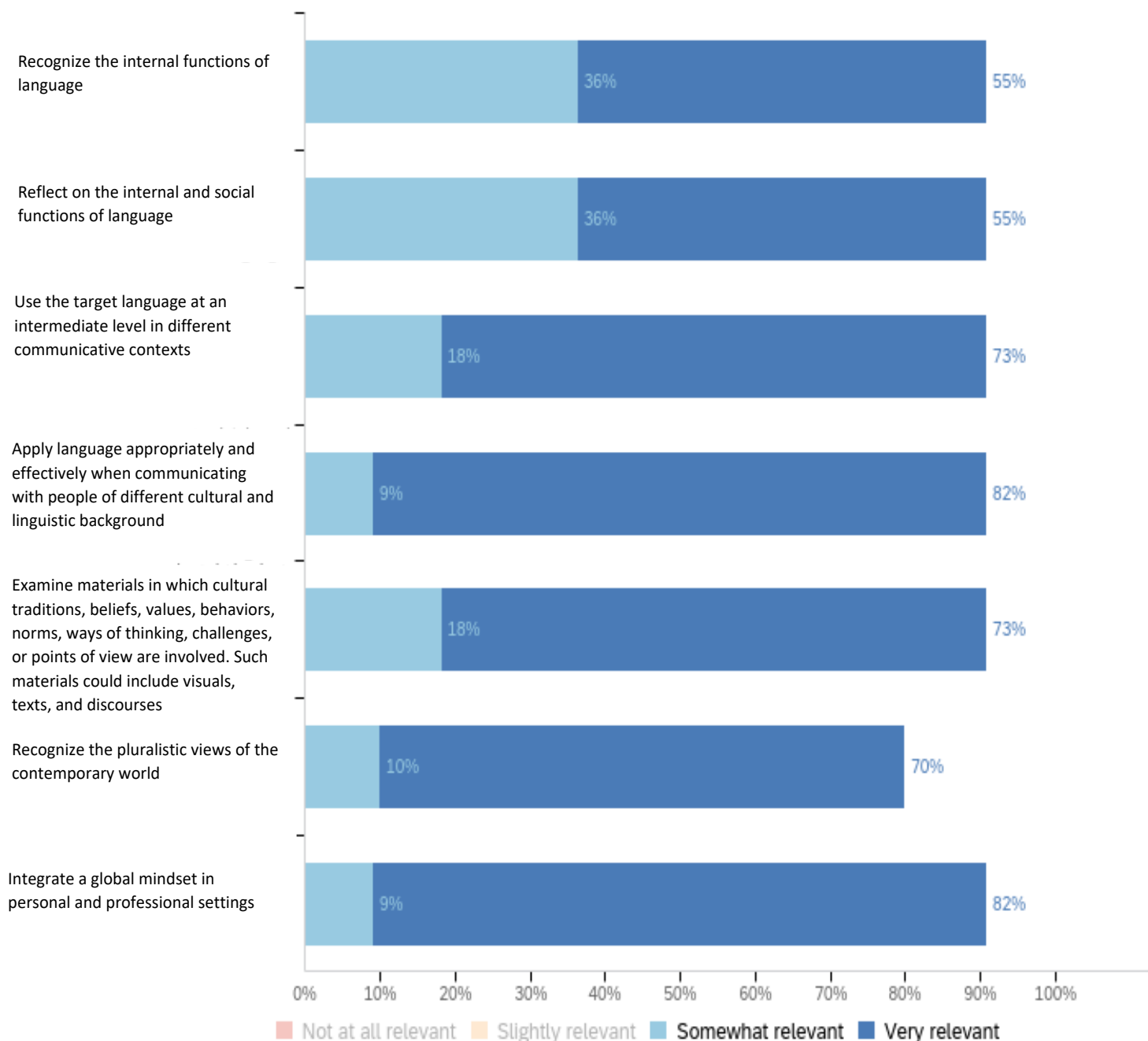
#	When did you complete KPU's BA Minor in Language and Culture program?	Percentage
1	2021	36%
2	2020	36%
3	2019	0%
4	2018	18%
5	2017	9%
	Total	11

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Program Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?

2 - Program Learning Outcomes are statements that describe the knowledge and skills students will have upon completion of a program. Please indicate how relevant each of the following Program Learning Outcomes was to your career goals.

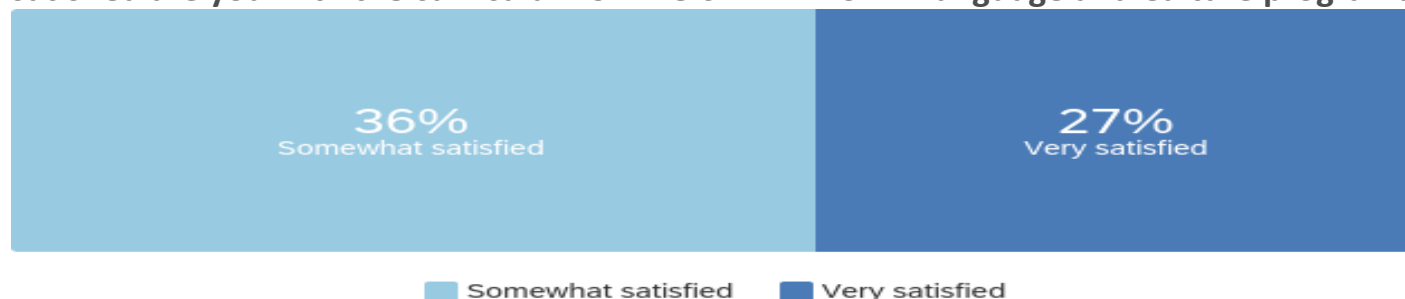


Note that “not at all relevant” and “slightly relevant” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all relevant” and “slightly relevant” categories.

#	Question	Not at all relevant	Slightly relevant	Somewhat relevant	Very relevant	Total
1	Recognize the internal functions of language.	9%	0%	36%	55%	11
2	Reflect on the internal and social functions of language.	9%	0%	36%	55%	11
3	Use the target language at an intermediate level in different communicative contexts.	9%	0%	18%	73%	11

4	Apply language appropriately and effectively when communicating with people of different cultural and linguistic background.	9%	0%	9%	82%	11
5	Examine materials in which cultural traditions, beliefs, values, behaviors, norms, ways of thinking, challenges, or points of view are involved. Such materials could include visuals, texts, and discourses.	9%	0%	18%	73%	11
6	Recognize the pluralistic views of the contemporary world.	10%	10%	10%	70%	10
7	Integrate a global mindset in personal and professional settings.	9%	0%	9%	82%	11

3 - The program curriculum is the academic content taught in a specific program. Overall, how satisfied are you with the curriculum of KPU's BA Minor in Language and Culture program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	The program curriculum is the academic content taught in a specific program. Overall, how satisfied are you with the curriculum of KPU's BA Minor in Language and Culture program?	Percentage
1	Very dissatisfied	9%
2	Somewhat dissatisfied	27%
3	Neither satisfied nor dissatisfied	0%
4	Somewhat satisfied	36%
5	Very satisfied	27%
	Total	11

4 - Thinking of KPU's BA Minor in Language and Culture program's curriculum as a whole, please indicate the strengths of the program.

Great instructors/professors who enjoy teaching,

Linguistics combined with language study was an incredible boon to my foreign language education.

Good chance to have a chance to learn these as a ,minor

Knowledge and skills regarding intercultural competence are beneficial.

Diverse selection of courses that are very modern and forward thinking. Love that they challenge our assumptions around different cultures. They're also connected in some way.

I gained valuable communication skills through my language classes that I use on a daily basis in my current career. I learned how to better adapt to other cultures, and how to be more open-minded to cultural or communicative differences. The professors/faculty were extremely knowledgeable, supportive, and helpful, and they were instrumental influences on my career aspirations and opportunities. I would not be where I am today without them!

Diverse courses to choose from

Forced out of comfort zone of English to use another language. Gain cultural understanding along with language development.

linguistics stuff was really good

The LANC program at KPU offered a diverse portfolio of languages - all taught by instructors who were dedicated to teaching not only the language itself, but the culture side of things as well.

5 - Thinking of KPU's BA Minor in Language and Culture program's curriculum as a whole, please provide any suggestions you have for improvement.

It would be great if there were more choices for classes, but i understand that the faculty is a bit smaller

Diversify the amount of linguistics classes available. Classes that focus on specific/specialized areas of linguistics

The lack of advanced Japanese courses is lamentable.

Although there's a diverse selection of topics, there are mostly unavailable. I had to wait around to get into courses I wanted and ended up reluctantly taking courses that were available so I could graduate. If I were to take the courses I wanted it would have taken me at least 6 years to complete my undergrad with LANC as a minor. That said, it's a great minor in combination with the POST program. Well, I think it'd be great for everyone and our communities. I hope it will earn additional investment in resources. Now being in the workforce and working for labour and community non profits, this program is more relevant and will continue as such. I can imagine it being expanded into a full undergrad program. There's opportunity to lead the way if the board is up to date and on the ground. I can help with that if they want.

I felt that courses for European/Romance languages such as French and Spanish had more support from the Arts faculty, whereas the Asian languages were a little overlooked or undervalued.

Limited classes were available when I was in the program such as upper level French classes and others that are only offered for certain semesters.

Courses not always available so it may be difficult to finish on time. I'm aware that courses also get cancelled because of a lack of students particularly in higher level courses. Perhaps there could be more communication between students and faculty about upcoming courses for the year so that both parties can plan accordingly.

more languages

I would like to have seen more offerings for upper-intermediate (3000-level) courses. I specialized my LANC program to Japanese and due to **[Course Name Redacted]** being offered once every two years, I was unable to complete the **[Course Name Redacted]** portion as I had already graduated at that point. I think this is what deters many students away from sticking to the languages as there is no plan to advance with the frequency of higher level courses. If offered at the right frequencies, I would have loved to take Japanese all the way through till fourth year which was not possible.

6 - What topics, if any, were missing from the program?

[Course Names Redacted]

Topics focused on masculinity. How diverse communities work. White privilege and fragility.

Language courses have some more variety with European/Romance languages such as French and Spanish, but I would have liked to study other Asian cultures/countries aside from Japan, China, and India. I would have been very interested in courses about Korea, or Southeast Asian countries such as Thailand, Vietnam, the Philippines, Singapore, etc.

It would have been nice to see more languages available such as Korean.

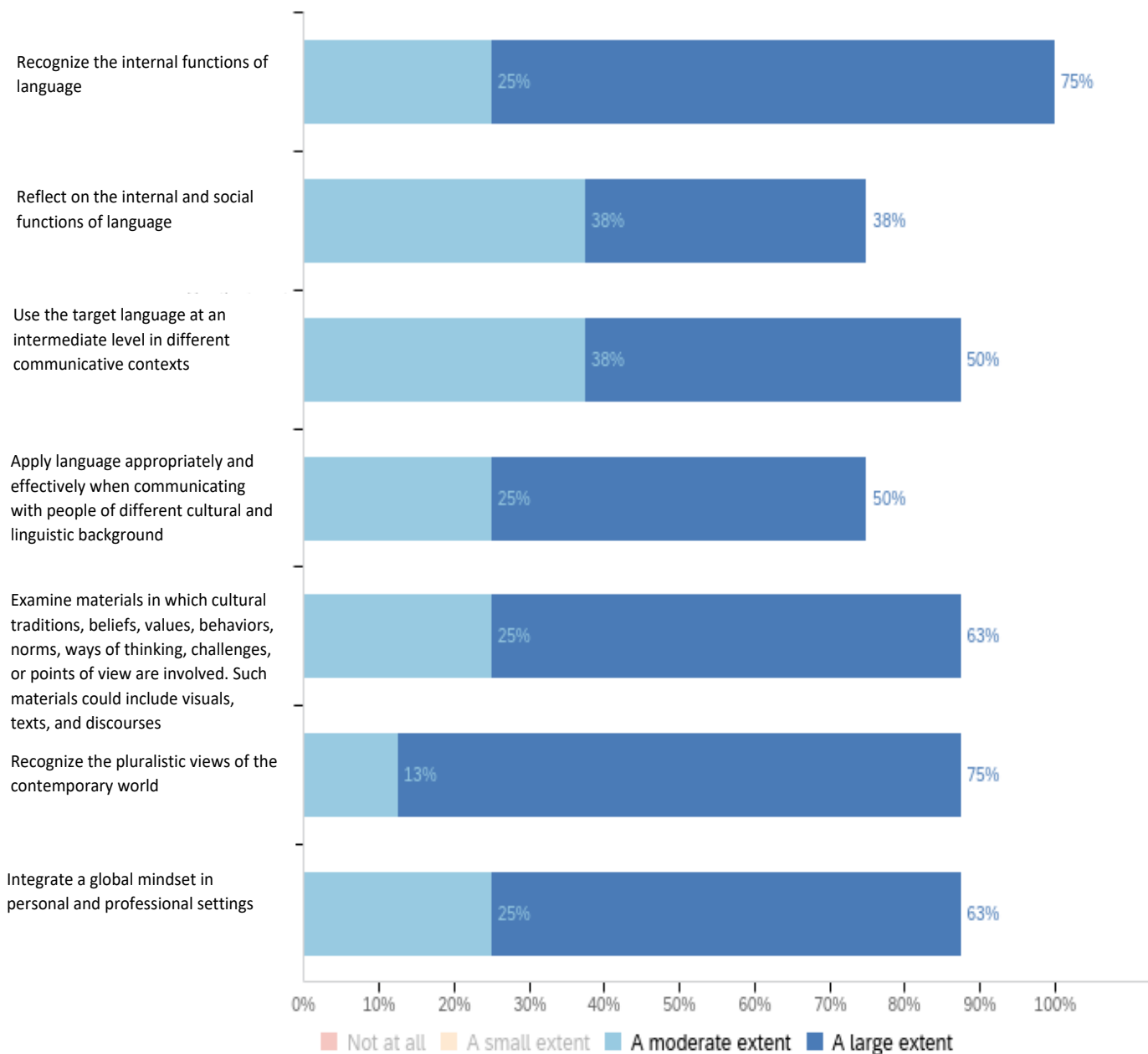
I would like to see more languages offered in the future. Other schools such as SFU and UBC offer other languages such as Korean, Arabic, and more which I would have been very interested to take. With only French, Mandarin, Japanese, Spanish, and Punjabi, I feel like there could be additional options to draw more students into the program.

QUESTIONS ON CHAPTER 4: EFFECTIVENESS OF INSTRUCTIONAL DELIVERY

Instructional Design and Delivery

Are appropriate opportunities provided to help students acquire the PLOs?

7 - To what extent did KPU's BA Minor in Language and Culture program help you develop each of the following Program Learning Outcomes?

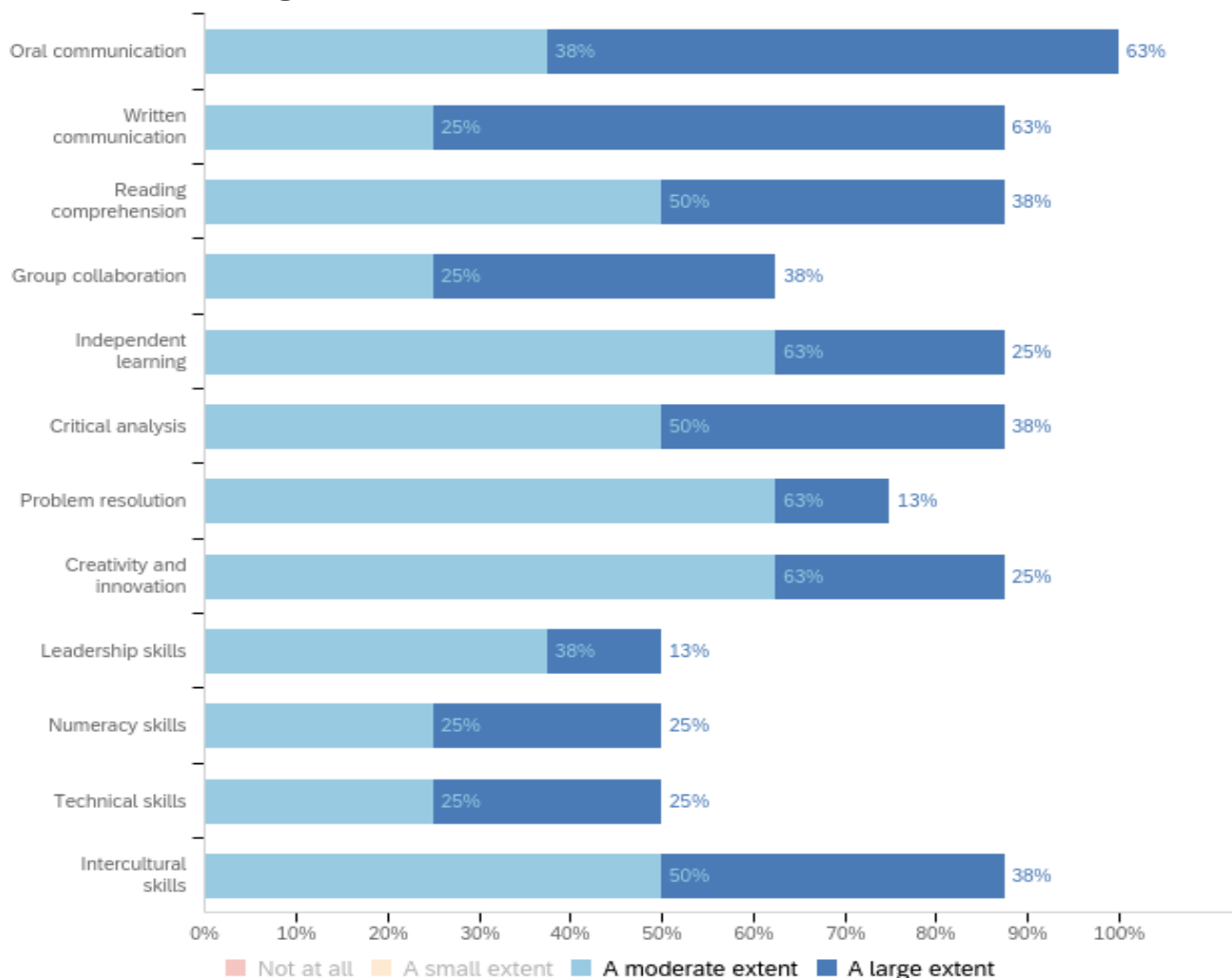


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Recognize the internal functions of language.	0%	0%	25%	75%	8
2	Reflect on the internal and social functions of language.	13%	13%	38%	38%	8
3	Use the target language at an intermediate level in different communicative contexts.	0%	13%	38%	50%	8
4	Apply language appropriately and effectively when communicating with people of different cultural and linguistic background.	13%	13%	25%	50%	8
5	Examine materials in which cultural traditions, beliefs, values, behaviors, norms, ways of thinking, challenges, or points of view are involved. Such materials could include visuals, texts, and discourses.	13%	0%	25%	63%	8
6	Recognize the pluralistic views of the contemporary world.	13%	0%	13%	75%	8
7	Integrate a global mindset in personal and professional settings.	13%	0%	25%	63%	8

Are appropriate opportunities provided to help students acquire the essential skills?

8 - To what extent did KPU's BA Minor in Language and Culture program help you develop each of the following essential skills?



Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Oral communication	0%	0%	38%	63%	8
2	Written communication	0%	13%	25%	63%	8
3	Reading comprehension	0%	13%	50%	38%	8
4	Group collaboration	13%	25%	25%	38%	8
5	Independent learning	0%	13%	63%	25%	8
6	Critical analysis	0%	13%	50%	38%	8
7	Problem resolution	13%	13%	63%	13%	8
8	Creativity and innovation	0%	13%	63%	25%	8
9	Leadership skills	25%	25%	38%	13%	8
10	Numeracy skills	38%	13%	25%	25%	8
11	Technical skills	25%	25%	25%	25%	8
12	Intercultural skills	13%	0%	50%	38%	8

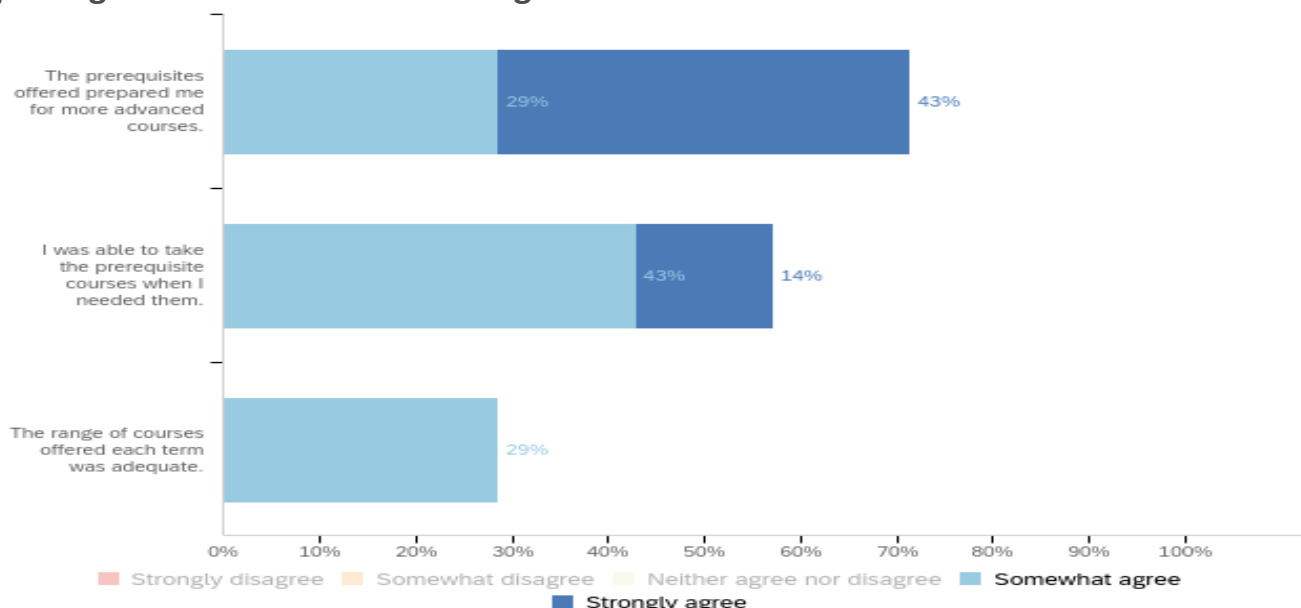
Are appropriate work-integrated and/or community-engaged learning opportunities provided to help students acquire the learning outcomes?

9 - Did the BA Minor in Language and Culture program encourage community-based learning opportunities whenever applicable?

#	Did the BA Minor in Language and Culture program encourage community-based learning opportunities whenever applicable?	Percentage
1	Yes	75%
2	No	25%
	Total	8

Does the program design ensure students are prepared for subsequent courses? / Are students making satisfactory progress in the program?

10 - Thinking of KPU's BA Minor in Language and Culture program as a whole, please indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	The prerequisites offered prepared me for more advanced courses.	0%	0%	29%	29%	43%	7
2	I was able to take the prerequisite courses when I needed them.	0%	14%	29%	43%	14%	7
3	The range of courses offered each term was adequate.	29%	29%	14%	29%	0%	7

Does the instruction meet the needs of diverse learners?

11 - Overall, how satisfied are you with the instruction you have received in KPU's BA Minor in Language and Culture program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with the instruction you have received in KPU's BA Minor in Language and Culture program?	Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	14%
3	Neither satisfied nor dissatisfied	14%
4	Somewhat satisfied	29%
5	Very satisfied	43%
	Total	7

12 - Thinking of how instruction was delivered across the program as a whole, please indicate the strengths of the program instruction.

The instructors are very strong.

I appreciate the critical thinking involved. All teachers were amazing in their own way.

The professors/faculty were extremely knowledgeable and supportive. They provided plenty of opportunities for work outside of campus on field trips or community projects/studies. The prerequisites were set up to give me an adequate base/introduction for the next course. Some of the course material was connected or related to other courses, so I could see how different topics or subjects were intertwined.

Professors were extremely helpful when needed.

All instructors were motivated to teach the languages which helped students to become more engaged in lectures and cultural activities.

13 - Thinking of how instruction was delivered across the program as a whole, please provide any suggestions you have for improvement in program instruction.

need more practical activities.

The approach to group collaboration is not working. Not just for this program but across all classes. This area is probably what needs the most innovation right now especially to hold up KPU's values and mandates. With an Indigenous presence, KPU would benefit from learning about borrowing Indigenous ways to work together.

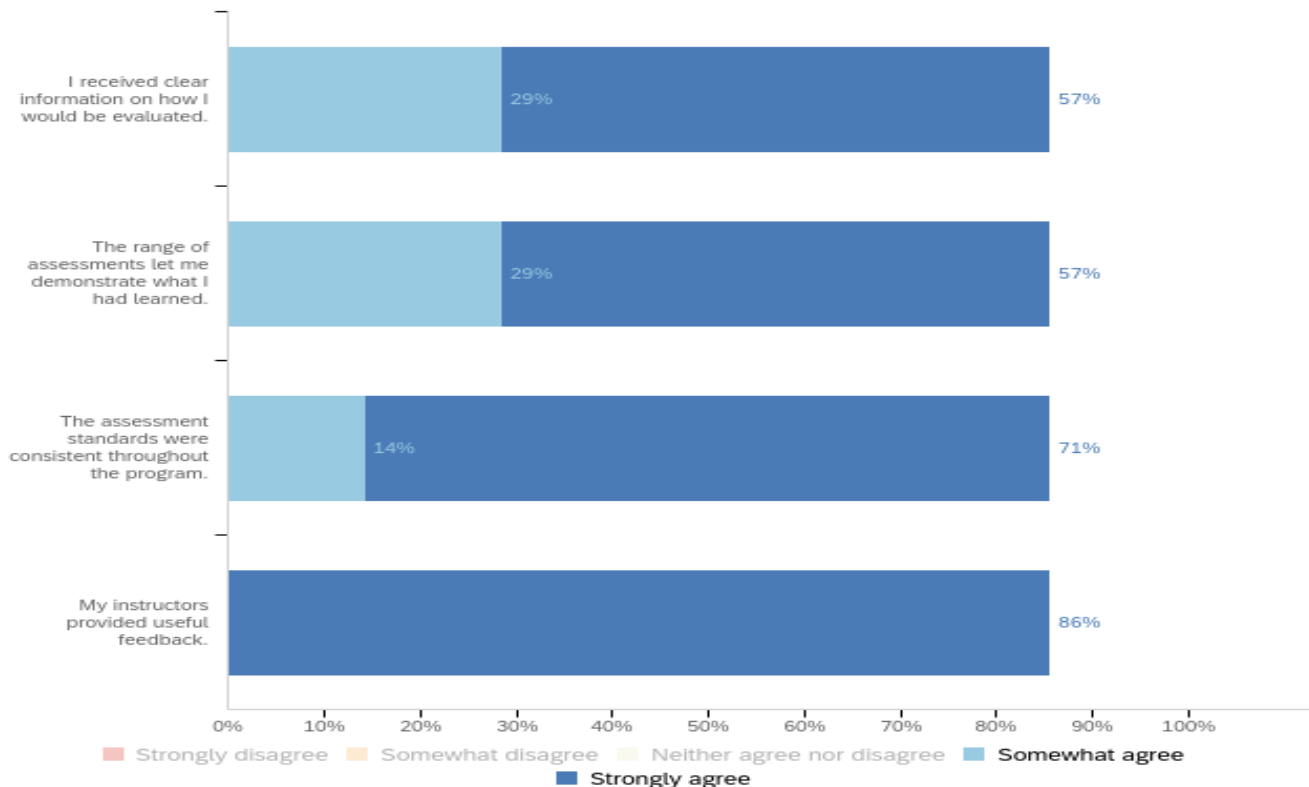
Some of the upper level required courses were available only once a year, and only with a certain professor at one particular time. That meant I had to plan my entire academic year, including OTHER REQUIRED courses for my degree, around that single course to make sure I had the necessary prerequisite(s) for it. I also had to pass up other courses that I was very interested in to prioritize that course. Not exactly an ideal situation.

Some courses had a seemingly large jump in required ability/knowledge needed for the next course which may deter students from continuing further.

Provide more opportunities for cultural exposure through field study trips. In [Course Name Redacted], our instructor brought us to a senior center where we were expected to conduct interviews in Japanese. I think more events like this would really help to engage students and further immerse them in studies.

Do the assessment methods allow students to demonstrate to what extent they have achieved the learning outcomes?

14 - Thinking of how learning was assessed in the program as a whole, indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	I received clear information on how I would be evaluated.	0%	0%	14%	29%	57%	7
2	The range of assessments let me demonstrate what I had learned.	0%	0%	14%	29%	57%	7
3	The assessment standards were consistent throughout the program.	0%	0%	14%	14%	71%	7
4	My instructors provided useful feedback.	0%	0%	14%	0%	86%	7

Are graduates of the program successful?

Further Education

15 - Have you pursued further education since completing KPU's BA Minor in Language and Culture program?

#	Have you pursued further education since completing KPU's BA Minor in Language and Culture program?	Percentage
1	Yes	43%
2	No	57%
	Total	7

16 - Please list the name of the program and the institution where you enrolled after completing KPU's BA Minor in Language and Culture program.

Community capacity building certificate

SFU GDBA

17 - What is the highest credential you have earned or are currently pursuing since completing KPU's BA Minor in Language and Culture program?

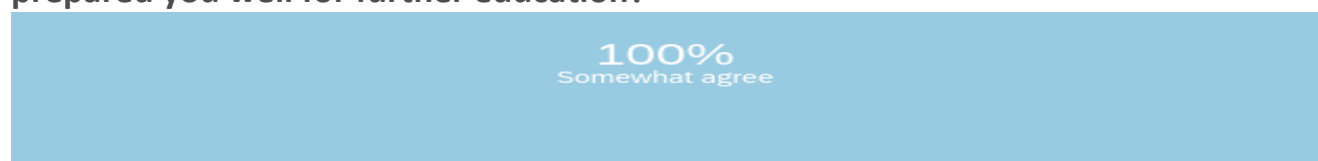
#	What is the highest credential you have earned or are currently pursuing since completing KPU's BA Minor in Language and Culture program? - Selected Choice	Percentage
1	Diploma	0%
2	Associate's Degree	0%
3	Bachelor's Degree	33%
4	Master's Degree	33%
5	Doctorate	0%
6	Professional designation (Please specify)	0%
7	Other (Please specify)	33%
	Total	3

17_9_TEXT - Other (Please specify)

Other (Please specify) - Text

Certificate

18 - To what extent do you agree that the KPU's BA Minor in Language and Culture program prepared you well for further education?



■ Somewhat agree ■ Strongly agree

Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	To what extent do you agree that the KPU's BA Minor in Language and Culture program prepared you well for further education?	Percentage
1	Strongly disagree	0%
2	Somewhat disagree	0%
3	Neither agree nor disagree	0%
4	Somewhat agree	100%
5	Strongly agree	0%
	Total	3

Employment

19 - Are you currently employed?

#	Are you currently employed?	Percentage
1	Yes	100%
2	No	0%
	Total	7

20 - Which of the following best describes your current employment situation?

#	Which of the following best describes your current employment situation?	Percentage
1	In a full-time regular position	57%

2	In a part-time regular position	14%
3	In a contract position	29%
4	In a casual or temporary position	0%
	Total	7

21 - What is your position/role/job title?

Land surveying assistant

Outreach coordinator + communications director

English language instructor

Youth Worker

Daycare assistant

receiver

IT Tech Support Analyst

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

cadawest.org

Gaba マン ツー マン 英会話 (Gaba One-On-One English Conversation School)

Spectrum Learning

KinderKids (Japan)

save on foods

Fatigue Science

23 - Based on your experience since graduating, to what extent do you agree that the skills you gained in the program helped you in finding a job?



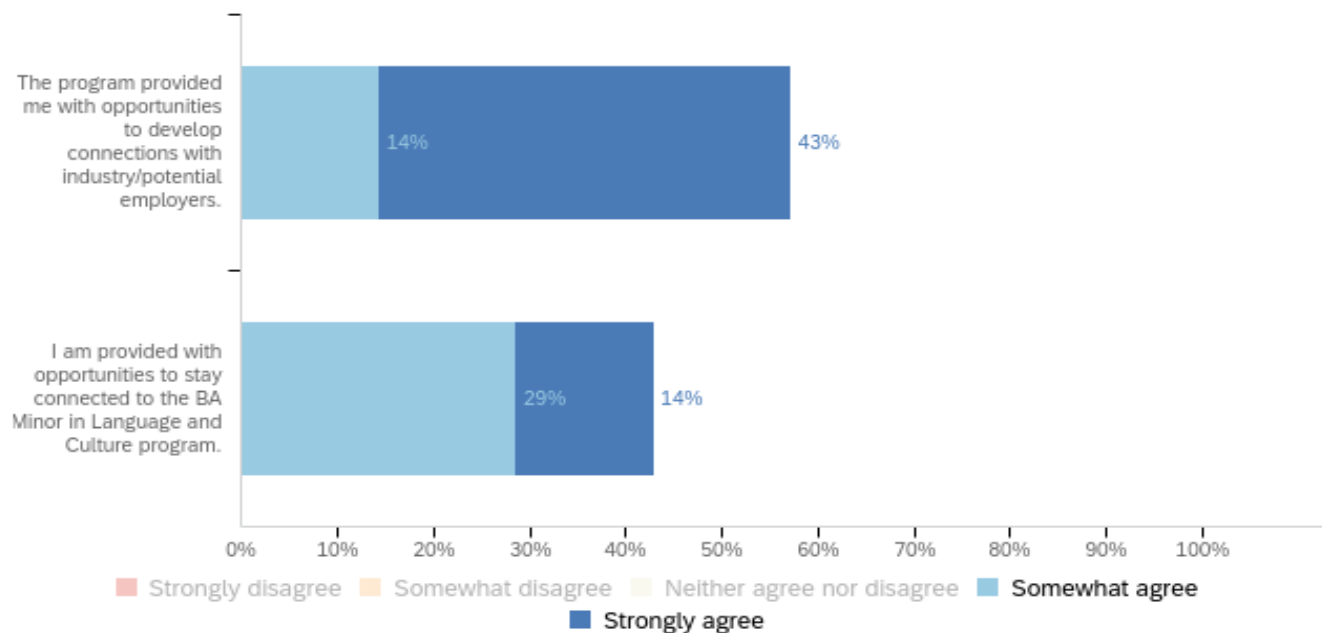
Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Based on your experience since graduating, to what extent do you agree that the skills you gained in the program helped you in finding a job?	Percentage
1	Strongly disagree	0%
2	Somewhat disagree	14%
3	Neither agree nor disagree	43%
4	Somewhat agree	29%
5	Strongly agree	14%
	Total	7

Does the program have the connections to the discipline/sector to remain current?]

Alumni Connections

24 - Please indicate the extent you agree with the following statements:



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	The program provided me with opportunities to develop connections with industry/potential employers.	14%	14%	14%	14%	43%	7
2	I am provided with opportunities to stay connected to the BA Minor in Language and Culture program.	0%	0%	57%	29%	14%	7

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

send more news to alumnis, make more activities and opportunities and send them to the alumnis.

Job opportunities that align with BA Minor in Language and Culture

im not interested in that sort of thing so i have no idea. im sure if the student was interested they could reach out themselves.

Appendix G: Discipline Survey Report

BA Minor in Language and Culture Program Review - Discipline Survey Results

The discipline survey was sent to 9 BA Minor in Language and Culture discipline representatives. A total of 7 representatives responded. The response rate is 78%.

Note: The data includes open-ended comments. In order to preserve integrity and objectivity, OPA does not do value-judgment editing (i.e. we do not fix spelling errors, syntax issues, punctuation, etc.). Comments are included verbatim – with one exception: if individuals or courses are named, OPA redacts the name of the instructor or course. This rule applies to whether the comment is good, bad or indifferent.

About Your Organization/Role

1 - What is your current job title/role?

Lecturer and Graduate Program Chair at Simon Fraser University

Spanish Instructor

Professor

Chair and Instructor of Asian Studies Department at Langara College

Associate Teaching Professor

Simon Fraser University/Senior Lecturer

Associate Professor of Teaching

2 - How familiar are you with KPU's BA Minor in Language and Culture program?

#	How familiar are you with KPU's BA Minor in Language and Culture program?	Percentage
1	Not at all familiar	0%
2	Slightly familiar	71%
3	Moderately familiar	29%
4	Very familiar	0%
	Total	7

3 - When you think about KPU's BA Minor in Language and Culture program, what are the top three characteristics that come to mind?

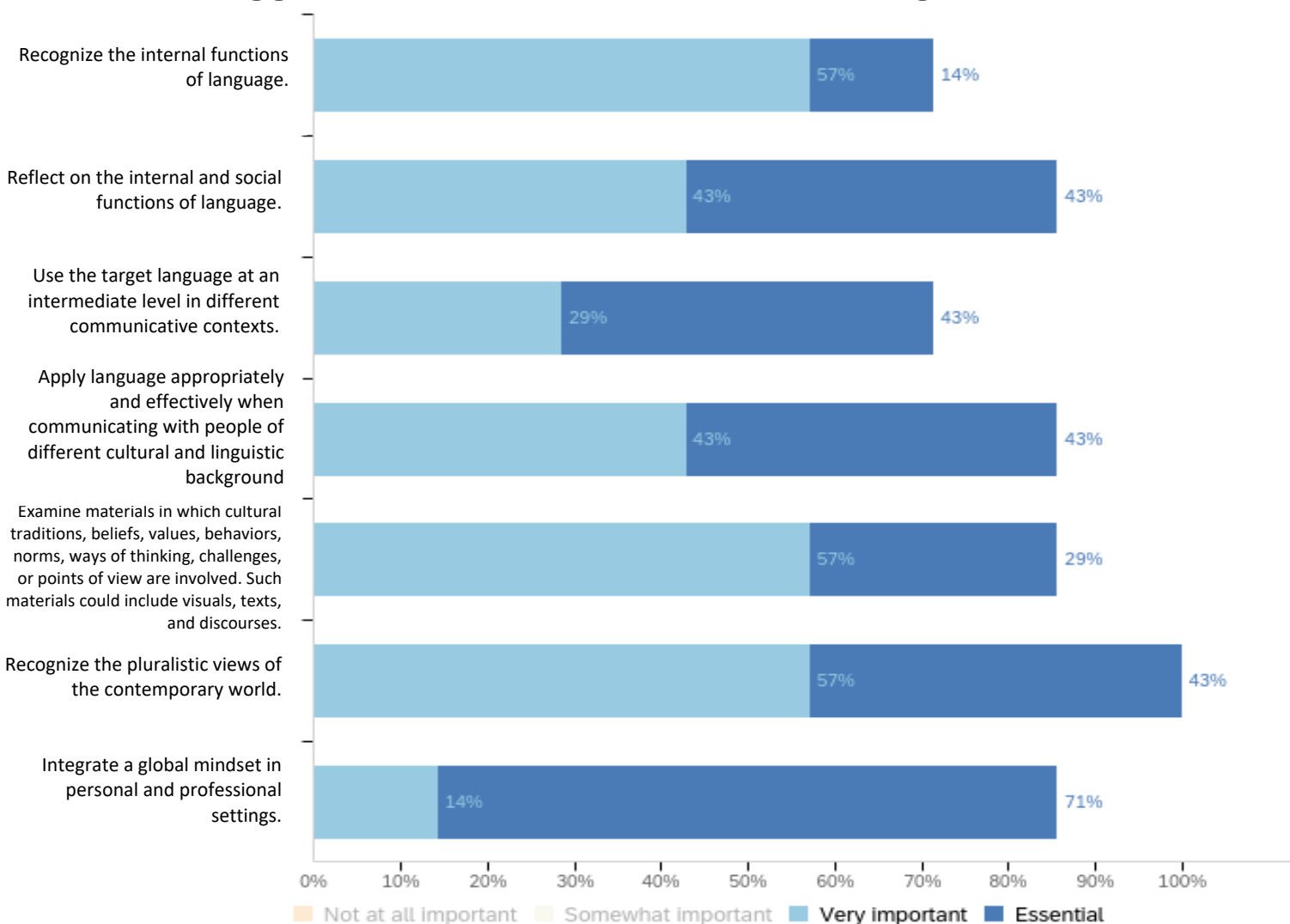
Characteristic #1	Characteristic #2	Characteristic #3
innovative	holistic	useful
Wide coverage of courses	good balance of language and culture courses requirements	flexibility to complete the Minor requirements

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Program Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?

4 - Considering the needs and expectations of your program/institution, how important is it for an entering graduate to be able to demonstrate the following?



Note that 'Not at all important' and 'Somewhat important' categories are excluded from the chart. Use the frequency table below to review the proportion of 'Not at all important' versus 'Somewhat important' responses.

#	Question	Not at all important	Somewhat important	Very important	Essential	Total
1	Recognize the internal functions of language.	0%	29%	57%	14%	7
2	Reflect on the internal and social functions of language.	14%	0%	43%	43%	7
3	Use the target language at an intermediate level in different communicative contexts.	0%	29%	29%	43%	7
4	Apply language appropriately and effectively when communicating with people of different cultural and linguistic background.	0%	14%	43%	43%	7
5	Examine materials in which cultural traditions, beliefs, values, behaviors, norms, ways of thinking, challenges, or points of view are involved. Such materials could include visuals, texts, and discourses.	14%	0%	57%	29%	7
6	Recognize the pluralistic views of the contemporary world.	0%	0%	57%	43%	7
7	Integrate a global mindset in personal and professional settings.	0%	14%	14%	71%	7

5 - What other skills, training or knowledge should an entering graduate have to be accepted into your program/institution?

We typically only consider students for admission to our graduate program if they have a BA in Linguistics. While I see great value in the ways in which the BA Minor connects linguistics, language learning, and cultural content, I think the skill sets acquired through this minor may serve other career or graduate pathways, outside linguistics.

Inclusive

I am an instructor at Langara College, so I do not think this question is applicable to me.

Exposure to and training in cross-cultural and/or transcultural communications

Interests in language and cultural learning; some foreign language (not necessary the target language) learning and international (travelling, living) experiences

6 - What are the emerging trends in the sector that KPU BA Minor in Language and Culture students should be prepared for? These trends might include technology, sustainability, and innovation that our Minor could contribute to. Please be as specific as you are able to.

My primary research interest is Indigenous language revitalization, and because my academic position is part-time, I spend a lot of time consulting for Indigenous communities and organizations. I can attest to a huge labour shortage in the domain of Indigenous language and culture revitalization. People (Indigenous or non-Indigenous) who have cultural competencies to work alongside Indigenous groups to support this work are really needed.

I am an instructor at Langara College, so I do not think this question is applicable to me.

The current program prepares the students in the areas addressed very well.

Multicultural awareness and global citizenship competence.

QUESTIONS ON CHAPTER 4: EFFECTIVENESS OF INSTRUCTIONAL DELIVERY

Career and Further Education Preparedness

Are graduates of the program successful?

7 - Have you worked with, supervised, or taught KPU BA Minor in Language and Culture alumni?

#	Have you worked with, supervised, or taught KPU BA Minor in Language and Culture alumni?	Percentage
1	Yes	14%
2	No	86%
	Total	7

8 - Which of the following best describes your previous experience with KPU's BA Minor in Language and Culture alumni? Please select all that apply.

#	Which of the following best describes your previous experience with KPU's BA Minor in Language and Culture alumni? Please select all that apply.	Percentage
1	I have worked with KPU BA Minor in Language and Culture alumni.	0%
2	I have taught KPU BA Minor in Language and Culture alumni.	100%
3	None of the above	0%
	Total	1

9 - Based on your experience, how prepared were these KPU BA Minor in Language and Culture alumni?

No results to show

10 - Please comment on how well the program is preparing students for further studies.

No results to show

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Program's Connections

Does the program have the connections to the discipline/sector to remain current?

11 - How satisfied are you with the opportunities you have to stay connected to KPU's BA Minor in Language and Culture program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	How satisfied are you with the opportunities you have to stay connected to KPU's BA Minor in Language and Culture program?	Percentage
1	Very dissatisfied	14%
2	Somewhat dissatisfied	0%
3	Neither satisfied nor dissatisfied	43%
4	Somewhat satisfied	29%
5	Very satisfied	14%
	Total	7

12 - What can KPU's BA Minor in Language and Culture program do to build better connections with the discipline?

Building community

I am an instructor at Langara College, so I do not think this question is applicable to me.

KPU's BA Minor in Language and Culture prepares students to enter the work and the world with the discipline knowledge and openness to other cultures and other languages spoken in the modern world. To better prepare students to achieve their learning objectives and to ensure teaching effectiveness and excellence, it is recommended for the class size to stay smaller given the nature of the subjects taught in this Minor program. Faculty members could be encouraged to become more connected and engaged with the opportunities to stay connected with colleagues in their fields across the country or across the world for the sake of the mobility of knowledge and to keep abreast and updated in the field.

Appendix H: Faculty Survey Report

BA Minor in Language and Culture Program Review - Faculty Survey Results

The faculty survey was sent to 15 BA Minor in Language and Culture faculty. A total of 10 faculty members responded. The response rate is 67%.

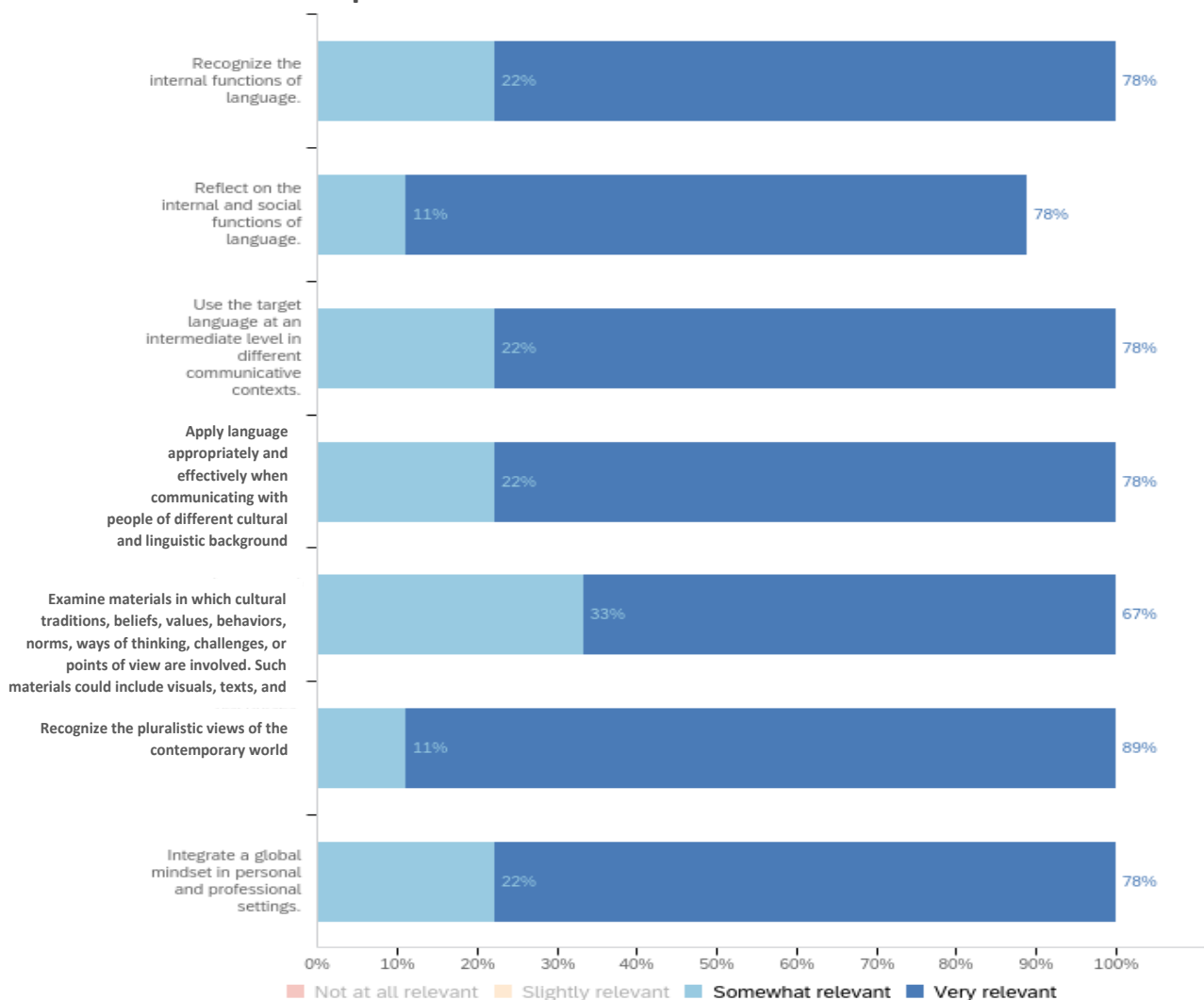
Note: The data includes open-ended comments. In order to preserve integrity and objectivity, OPA does not do value-judgment editing (i.e. we do not fix spelling errors, syntax issues, punctuation, etc.). Comments are included verbatim – with one exception: if individuals or courses are named, OPA redacts the name of the instructor or course. This rule applies to whether the comment is good, bad or indifferent.

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Program Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?

1 - Please indicate how relevant each of the following Program Learning Outcomes is to the current needs of the discipline.

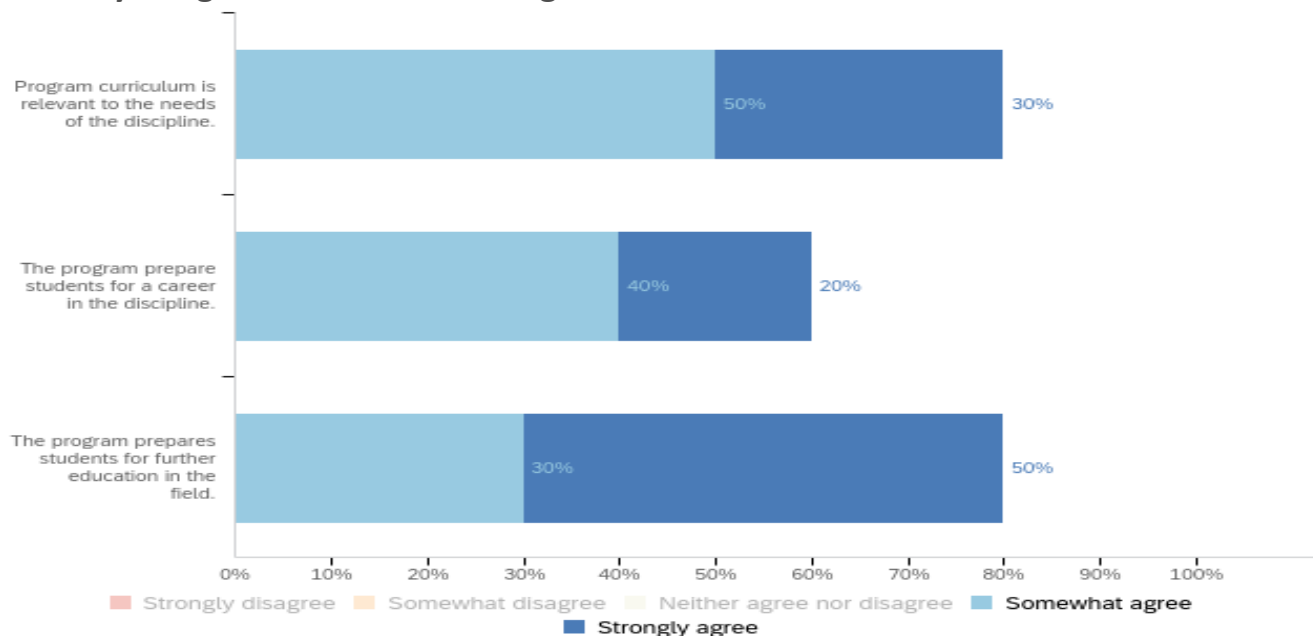


Note that “not at all relevant” and “slightly relevant” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all relevant” and “slightly relevant” categories.

#	Question	Not at all relevant	Slightly relevant	Somewhat relevant	Very relevant	Total
1	Recognize the internal functions of language.	0%	0%	22%	78%	9
2	Reflect on the internal and social functions of language.	0%	11%	11%	78%	9

3	Use the target language at an intermediate level in different communicative contexts.	0%	0%	22%	78%	9
4	Apply language appropriately and effectively when communicating with people of different cultural and linguistic background.	0%	0%	22%	78%	9
5	Examine materials in which cultural traditions, beliefs, values, behaviors, norms, ways of thinking, challenges, or points of view are involved. Such materials could include visuals, texts, and discourses.	0%	0%	33%	67%	9
6	Recognize the pluralistic views of the contemporary world.	0%	0%	11%	89%	9
7	Integrate a global mindset in personal and professional settings.	0%	0%	22%	78%	9

2 - Thinking of KPU's BA Minor in Language and Culture program as a whole, indicate the extent you agree with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	The program prepare students for a career in the discipline.	10%	0%	30%	40%	20%	10
2	The program prepares students for further education in the field.	10%	0%	10%	30%	50%	10
3	Program curriculum is relevant to the needs of the discipline.	10%	10%	0%	50%	30%	10

3 - Overall, how satisfied are you with KPU's BA Minor in Language and Culture program curriculum?



■ Somewhat satisfied ■ Very satisfied

Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with KPU's BA Minor in Language and Culture program curriculum?	Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	20%
3	Neither satisfied nor dissatisfied	10%
4	Somewhat satisfied	50%
5	Very satisfied	20%
	Total	10

4 - Thinking of KPU's BA Minor in Language and Culture program's curriculum as a whole, please indicate the strengths of the program.

Conversationalists. Emphasis on student centered/communicative approach

The program is very modern and diverse. It allows students to take courses from different disciplines. It prepares them for a global world.

I think the range of learning opportunities for students is remarkable

- All three areas of language, linguistics, and culture courses are included. - There is flexibility of choice selection to complete the degree.

The most unique aspect of the program is the flexibility that it offers students to combine knowledge about different languages (from Indigenous Cree to European French to mostly Latin American Spanish to Japanese, Mandarin and Punjabi from Asia) and cultures (the former and many more) from around the globe. A student can focus on one area or study very broadly. In a world with the current level of globalization, the LANC Minor can offer students in any faculty an edge in working with individuals from diverse cultural and linguistic backgrounds.

Diverse learning methods and subjects related to the discipline (linguistics, language, culture).

The opportunity to engage with different languages and cultures in the same program.

Varieties of culture and language studies are offered to prepare students to learn, develop the global mindset and experience the real intercultural communication.

It prepares students for an increasingly diverse and interconnected world as students learn linguistic, communicative, and cultural competences. Students receive a strong foundation for both graduate programs and employment opportunities in a wide range of fields that benefit from cross-cultural communication and competence, including working abroad.

--a range of course offerings in languages, linguistics and culture courses, a unique mix in the field --qualified and dedicated faculty to deliver the curriculum

5 - Thinking of KPU's BA Minor in Language and Culture program's curriculum as a whole, please provide any suggestions you have for improvement.

Not all subparts of the program function the same way. Because it is diverse between languages and also between other subjects taught in the program.

I wish students had more opportunities to achieve higher-level proficiency in the language. However, in order to do so, there needs to be support for smaller classes as naturally the number of students taking the third- or fourth-year level will naturally be a fraction of the number of those taking the first- and second-year levels.

- More choice of culture courses, particularly indigenous languages and cultures.

Because the department is small but teaches a great number of different topics, it is difficult to offer enough lower level sections to maintain enrollment in some upper level courses, especially in languages. I believe that we should strengthen the language requirement to include level **[Course Name Redacted]** at least, yet ensuring that the courses can run has been a challenge.

Incorporating more language courses requirement.

The language proficiency component is very weak and should be stronger.

Some courses are not offered at all or only offered once every two years due to the low enrolments. If the third year language course is offered once every two years, by the time, the fourth year courses are offered, students were most likely graduated. Offering courses through online by small sized class may be improvement.

In order to have a more solid language component the Minor should increase the current requirement of 3 credits in a language to 6, minimum.

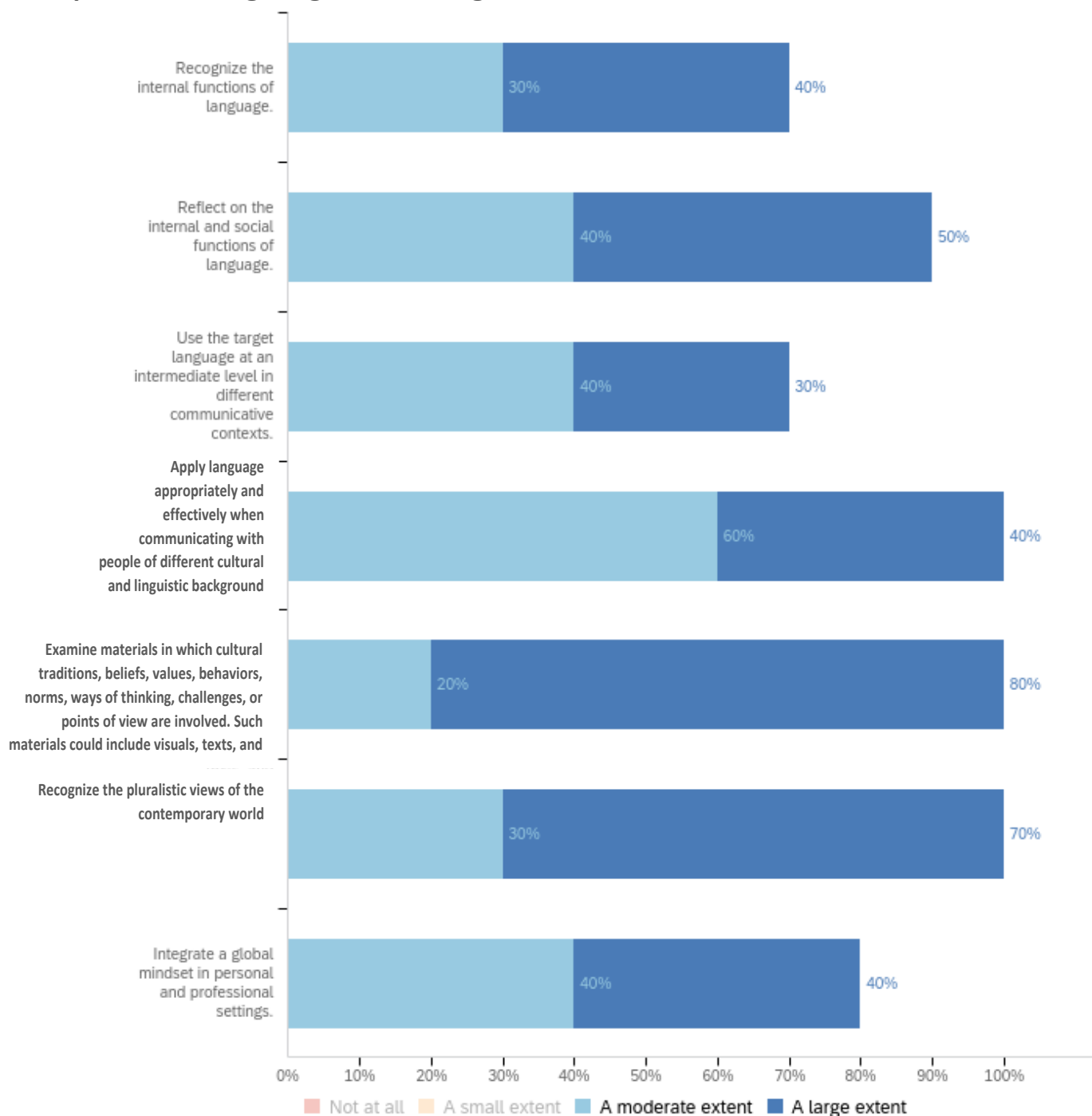
--funding support is needed for higher level but under subscribed courses to fulfil the learning outcomes of the curriculum

QUESTIONS ON CHAPTER 4: EFFECTIVENESS OF INSTRUCTIONAL DELIVERY

Instructional Design and Delivery

Are appropriate opportunities provided to help students acquire the PLOs?

6 - To what extent is KPU's BA Minor in Language and Culture program helping students develop the following Program Learning Outcomes?



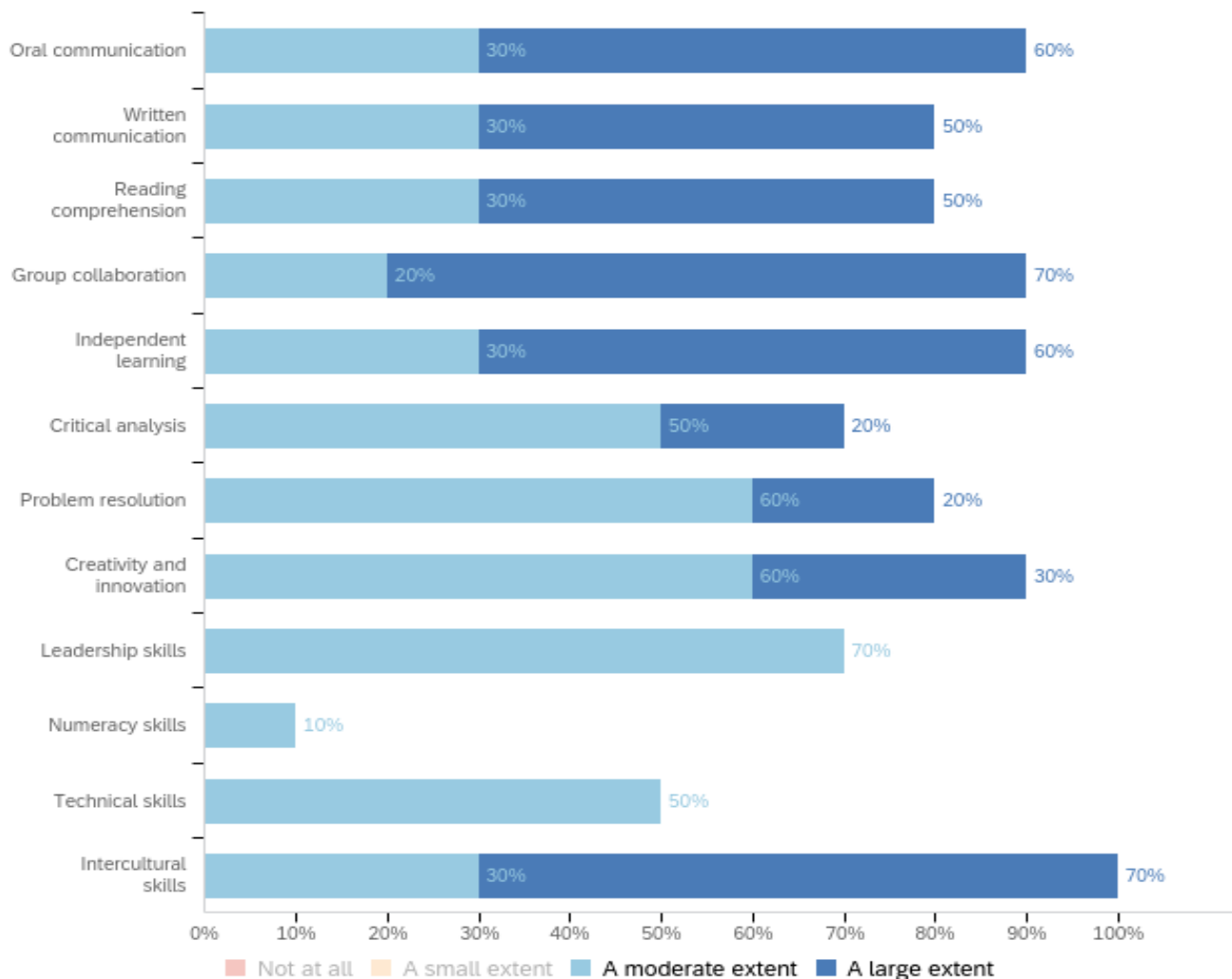
Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Recognize the internal functions of language.	0%	30%	30%	40%	10
2	Reflect on the internal and social functions of language.	0%	10%	40%	50%	10
3	Use the target language at an intermediate level in different communicative contexts.	0%	30%	40%	30%	10

4	Apply language appropriately and effectively when communicating with people of different cultural and linguistic background.	0%	0%	60%	40%	10
5	Examine materials in which cultural traditions, beliefs, values, behaviors, norms, ways of thinking, challenges, or points of view are involved. Such materials could include visuals, texts, and discourses.	0%	0%	20%	80%	10
6	Recognize the pluralistic views of the contemporary world.	0%	0%	30%	70%	10
7	Integrate a global mindset in personal and professional settings.	0%	20%	40%	40%	10

Are appropriate opportunities provided to help students acquire the essential skills?

7 - To what extent is KPU's BA Minor in Language and Culture program helping students develop the following essential skills?



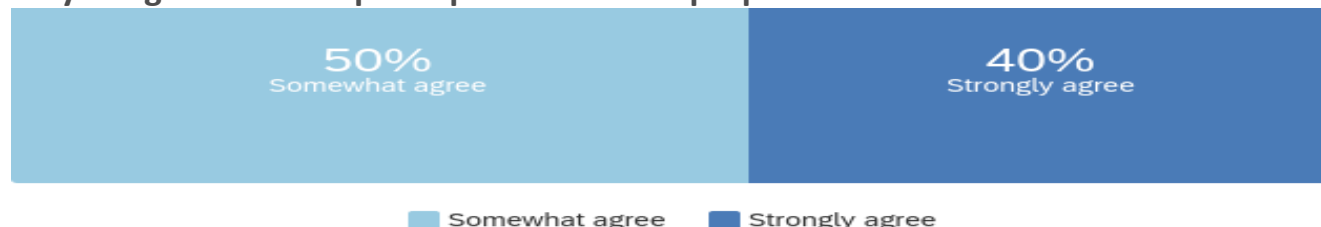
Note that "not at all" and "a small extent" categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the "not at all" and "a small extent" categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Oral communication	0%	10%	30%	60%	10
2	Written communication	0%	20%	30%	50%	10
3	Reading comprehension	0%	20%	30%	50%	10
4	Group collaboration	0%	10%	20%	70%	10
5	Independent learning	0%	10%	30%	60%	10
6	Critical analysis	0%	30%	50%	20%	10
7	Problem resolution	0%	20%	60%	20%	10

8	Creativity and innovation	0%	10%	60%	30%	10
9	Leadership skills	10%	20%	70%	0%	10
10	Numeracy skills	50%	40%	10%	0%	10
11	Technical skills	20%	30%	50%	0%	10
12	Intercultural skills	0%	0%	30%	70%	10

Does the program design ensure students are prepared for subsequent courses?

8 - Thinking of KPU's BA Minor in Language and Culture program as a whole, to what extent do you agree that the prerequisites offered prepare students for more advanced courses?

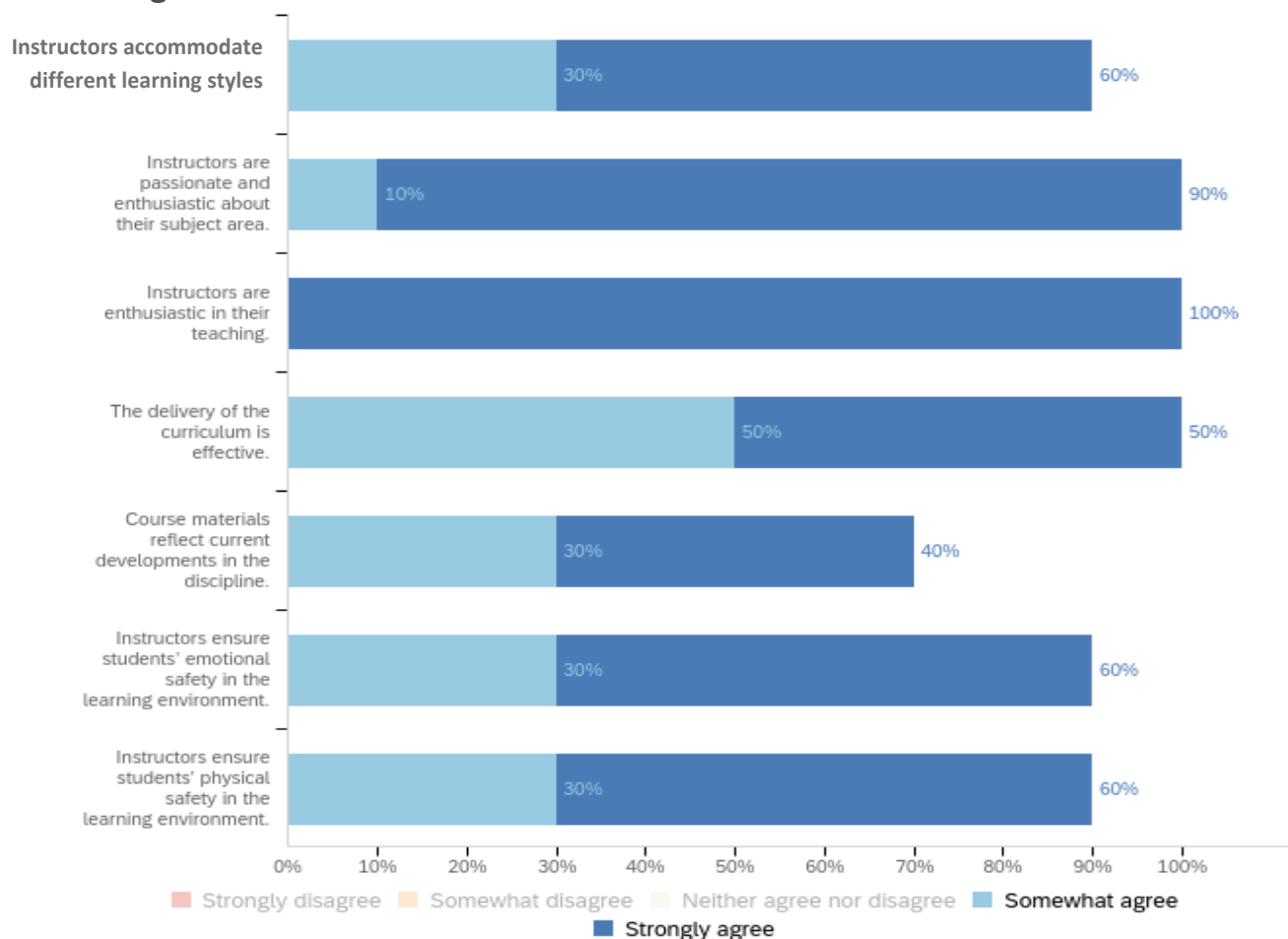


Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Thinking of KPU's BA Minor in Language and Culture program as a whole, to what extent do you agree that the prerequisites offered prepare students for more advanced courses?	Percentage
1	Strongly disagree	0%
2	Somewhat disagree	0%
3	Neither agree nor disagree	10%
4	Somewhat agree	50%
5	Strongly agree	40%
	Total	10

Does the instruction meet the needs of diverse learners?

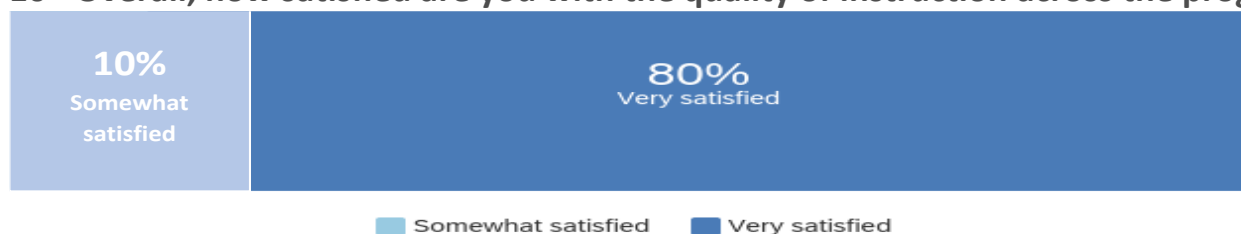
9 - Thinking of how the program's courses are delivered, please indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	Instructors accommodate different learning styles.	0%	0%	10%	30%	60%	10
2	Instructors are passionate and enthusiastic about their subject area.	0%	0%	0%	10%	90%	10
3	Instructors are enthusiastic in their teaching.	0%	0%	0%	0%	100%	10
4	The delivery of the curriculum is effective.	0%	0%	0%	50%	50%	10
5	Course materials reflect current developments in the discipline.	0%	10%	20%	30%	40%	10
6	Instructors ensure students' emotional safety in the learning environment.	0%	0%	10%	30%	60%	10
7	Instructors ensure students' physical safety in the learning environment.	0%	0%	10%	30%	60%	10

10 - Overall, how satisfied are you with the quality of instruction across the program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with the quality of instruction across the program?	Percentage
1	Very dissatisfied	10%
2	Somewhat dissatisfied	0%
3	Neither satisfied nor dissatisfied	0%
4	Somewhat satisfied	10%
5	Very satisfied	80%
	Total	10

11 - Thinking of how instruction is delivered across the program as a whole, please indicate the strengths of the program instruction.

Less emphasis on old fashioned translation/grammar centered teaching and more on student centered, communicative approach.

The program has dedicated instructors, that use a variety of teaching methods.

Highly qualified teachers

- Smaller class sizes enable greater student engagement. - Instructors are approachable and able to provide support to students.

The LANC faculty are incredibly passionate in their work, care about their students as individuals, and go above and beyond to encourage, support, and care for students. The faculty are keeping up with developments via connections to other institutions, as well as constantly upgrading their knowledge of the latest useful technologies available. Faculty also mentor newcomers and support each other to an impressive degree.

Passionate, caring and patient instructors.

Well thought and well developed courses are delivered by experienced instructors.

Classes meet once a week either in the morning, afternoon or at night. Since COVID-19 started classes are delivered either online (fully virtual or synchronous) and face to face. In the majority of classes Moodle is used as the learning platform. All language and culture classes use a learner-centered approach around a curriculum that focuses on achieving learning outcomes relevant to the content of each course. Assessment practices vary among our classes providing students with a combination of traditional and no so traditional methods of assessment.

--a variety of courses to choose from --dedicated and qualified faculty

12 - Thinking of how instruction is delivered across the program as a whole, please provide any suggestions you have for improvements in program instruction.

N/a

- Autonomous learning should be encouraged more.

The program in reality consists of a large number of mini-programs: six separate language streams, with some directly associated culture courses, but also entirely independent culture courses, and linguistics that is loosely tied to the language teaching. Consequently we do not share teaching tips and ideas as much as I would like. After two years of COVID isolation, more faculty events would be useful.

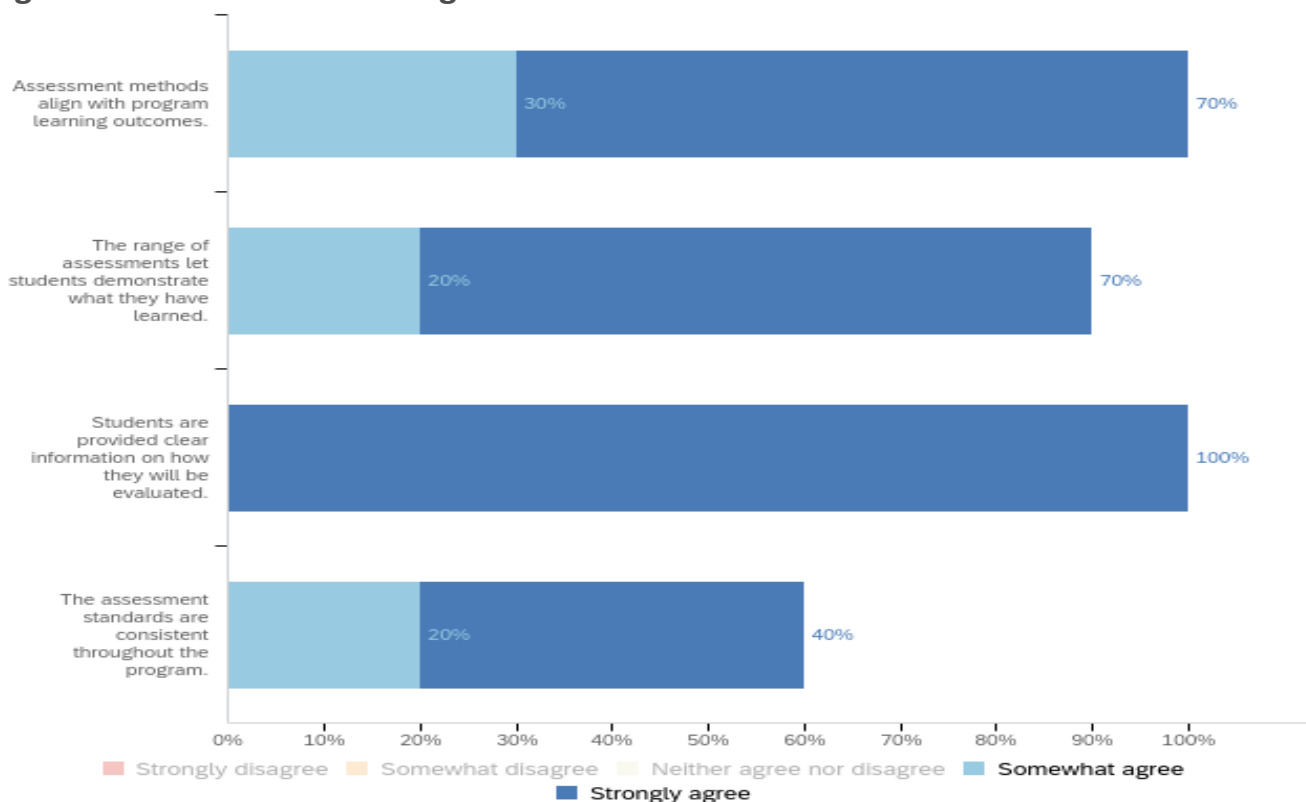
Offering more work-related opportunities to students. Offering more opportunities for students to apply what they have learned outside the classroom.

If the content of the classes permit delivery should also include more community partnership. All classes should align more on the use of portfolio to improve assessment practices that can facilitate more on students personal experiences when demonstrating learning outcomes.

--the size for language classes (capped at 27 now) can be further reduced as research repeatedly shows that 16 is the optimal one, which is more conducive to individualized learning and effective pedagogy in language teaching --more higher level courses should be offered to meet the diverse learning needs of our students, even though they are under subscribed. They need more funding support..

Do the assessment methods allow students to demonstrate to what extent they have achieved the learning outcomes?

13 - Thinking of how learning is assessed in the program courses that you teach, indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

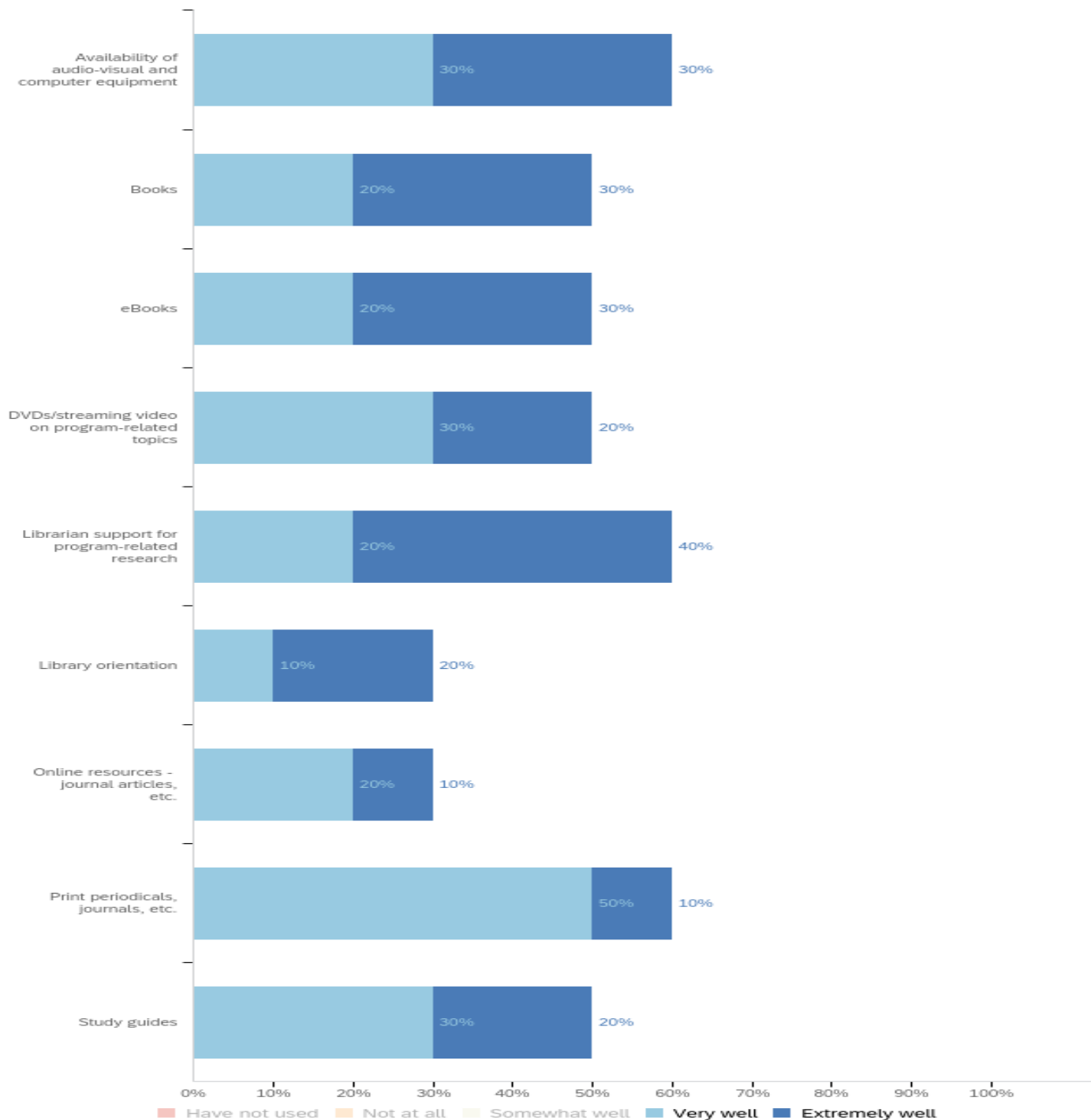
#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	Assessment methods align with program learning outcomes.	0%	0%	0%	30%	70%	10
2	The range of assessments let students demonstrate what they have learned.	0%	0%	10%	20%	70%	10
3	Students are provided clear information on how they will be evaluated.	0%	0%	0%	0%	100%	10
4	The assessment standards are consistent throughout the program.	0%	10%	30%	20%	40%	10

QUESTIONS ON CHAPTER 5: RESOURCES, SERVICES AND FACILITIES

Program Resources, Services and Facilities

Does the program have the library and learning resources needed to deliver the curriculum?

14 - How well are the following library resources meeting the program's needs?

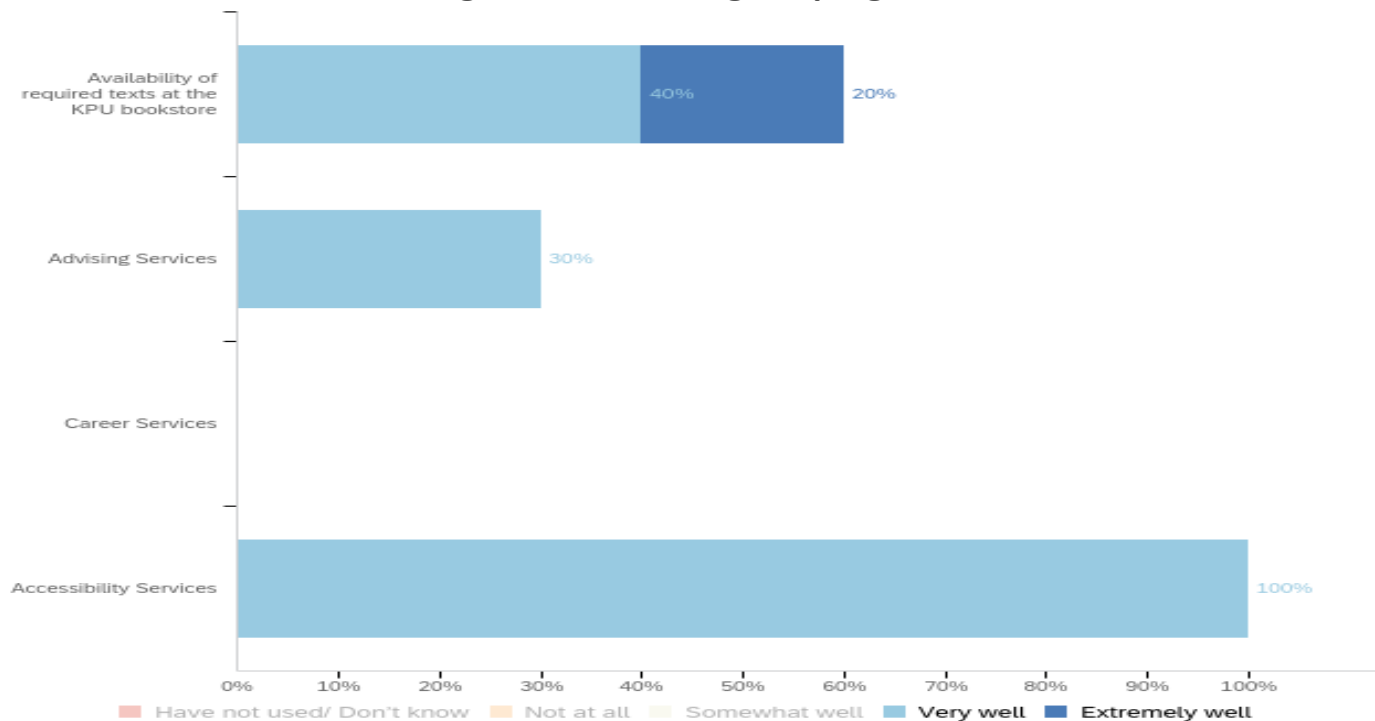


Note that “not at all” and “Somewhat well” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “Somewhat well” categories.

#	Question	Have not used	Not at all	Somewhat well	Very well	Extremely well	Total
1	Availability of audio-visual and computer equipment	40%	0%	0%	30%	30%	10
2	Books	30%	0%	20%	20%	30%	10
3	eBooks	30%	0%	20%	20%	30%	10
4	DVDs/streaming video on program-related topics	10%	0%	40%	30%	20%	10
5	Librarian support for program-related research	30%	0%	10%	20%	40%	10
6	Library orientation	60%	0%	10%	10%	20%	10
7	Online resources - journal articles, etc.	30%	0%	40%	20%	10%	10
8	Print periodicals, journals, etc.	30%	10%	0%	50%	10%	10
9	Study guides	40%	10%	0%	30%	20%	10

Does the program have the support services needed to deliver the curriculum?

15 - How well are the following services meeting the program's needs?



Note that “not at all” and “Somewhat well” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “Somewhat well” categories.

#	Question	Have not used/ Don't know	Not at all	Somewhat well	Very well	Extremely well	Total
1	Availability of required texts at the KPU bookstore	40%	0%	0%	40%	20%	10
2	Advising Services	30%	0%	40%	30%	0%	10
3	Career Services	60%	0%	40%	0%	0%	10
4	Accessibility Services	0%	0%	0%	100%	0%	10

Appendix I: Student Survey Report

BA Minor in Language and Culture Program Review - Student Survey Results

The student survey was sent to 20 BA Minor in Language and Culture students. A total of 10 students responded. The response rate is 50%.

Note: The data includes open-ended comments. In order to preserve integrity and objectivity, OPA does not do value-judgment editing (i.e. we do not fix spelling errors, syntax issues, punctuation, etc.). Comments are included verbatim – with one exception: if individuals or courses are named, OPA redacts the name of the instructor or course. This rule applies to whether the comment is good, bad or indifferent.

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Who takes the program?

Your Program

1 - Which of the following credentials are you working towards at KPU? Please select all that apply.

#	Answer	Percentage	Count
1	Bachelor's degree: Minor in Language and Culture	100%	10
2	Other, please specify	10%	1
3	Don't know	0%	0
	Total	11	10

Note: The last row presents the total number of respondents. The total number of responses for this question is greater than the number of respondents. Therefore, the percentage total exceeds 100%.

Q1_3_TEXT - Other, please specify

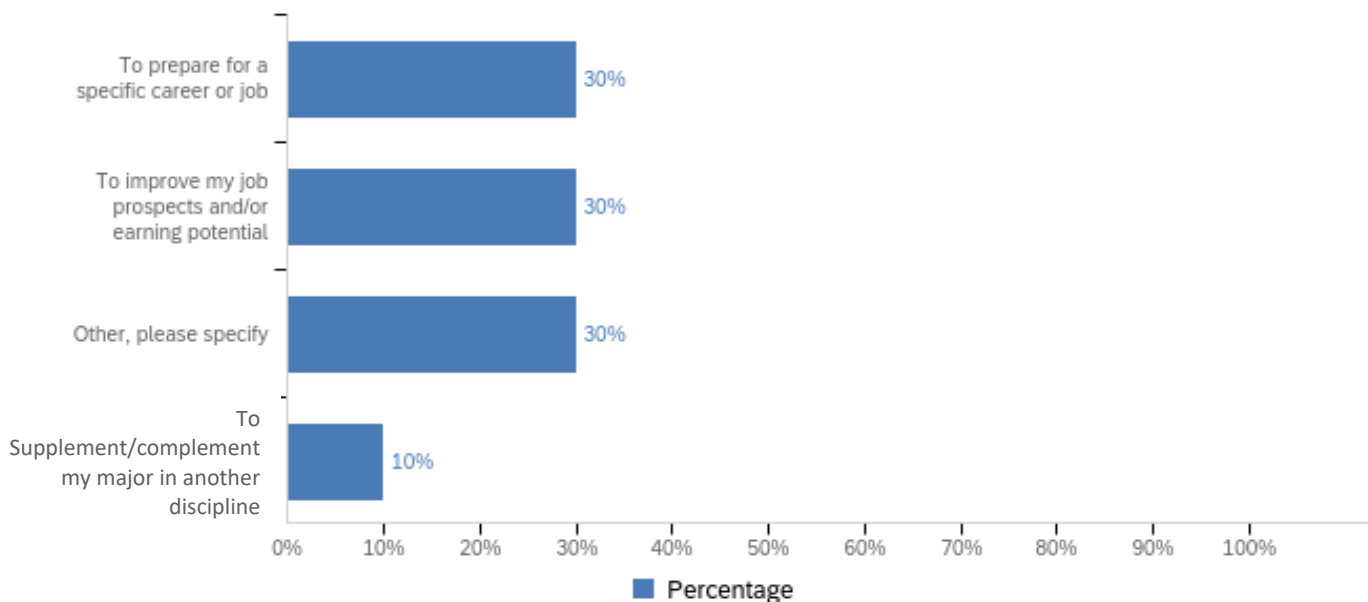
Major in Asian Studies

2 - How many courses have you completed in BA Minor in Language and Culture program?

#	How many courses have you completed in BA Minor in Language and Culture program?	Percentage
1	Less than 4 courses	10%
2	More than 4 courses	90%
	Total	10

Reasons for Taking the Program

3 - What was your main reason for enrolling in the BA Minor in Language and Culture program?



#	What was your main reason for enrolling in the BA Minor in Language and Culture program? - Selected Choice	Percentage
1	To prepare for a specific career or job	30%
2	To improve my job prospects and/or earning potential	30%
3	To prepare to transfer to another institution	0%
4	To qualify for graduate studies	0%
5	To supplement/complement my major in another discipline	10%
6	Other, please specify	30%
	Total	10

Q3_6_TEXT - Other, please specify

Because there wasn't a major in Language and Culture

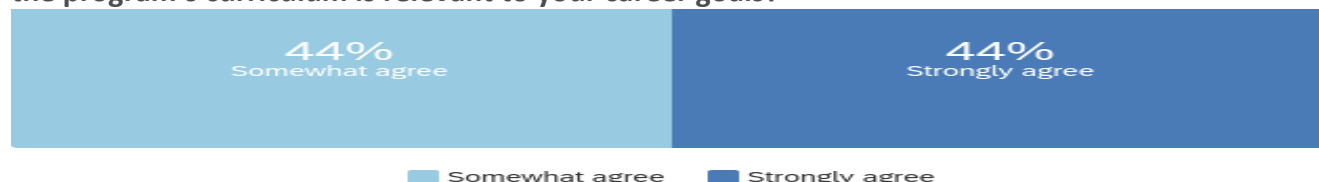
Language and culture interested me and was a good option for a degree in a double minor.

because i love the side of linguistics as a main focus and the credits are bonus

Are the program learning outcomes relevant to the current needs of the discipline/sector?

Program Relevance

4 - Thinking of KPU's BA Minor in Language and Culture program as a whole, to what extent do you agree that the program's curriculum is relevant to your career goals?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Thinking of KPU's BA Minor in Language and Culture program as a whole, to what extent do you agree that the program's curriculum is relevant to your career goals?	Percentage
1	Strongly disagree	11%
2	Somewhat disagree	0%
3	Neither agree nor disagree	0%
4	Somewhat agree	44%
5	Strongly agree	44%
	Total	9

5 - Overall, how satisfied are you with the curriculum, the academic content, of KPU's BA Minor in Language and Culture program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with the curriculum, the academic content, of KPU's BA Minor in Language and Culture program?	Percentage
1	Very dissatisfied	10%
2	Somewhat dissatisfied	10%
3	Neither satisfied nor dissatisfied	10%
4	Somewhat satisfied	30%
5	Very satisfied	40%
	Total	10

6 - Thinking of KPU's BA Minor in Language and Culture program's curriculum as a whole, please indicate the strengths of the program.

The flexibility of the minor is definitely a strength. As there are multiple language options at KPU, the requirement of [Course Name Redacted] over a third year language credit is much appreciated.

Have a wide range of topics being taught from different cultures and history and languages.

The faculty is incredible. Very qualified and approachable.

Thé classes you have are wonderful

KPU's BA Minor in Language and Culture provides a diverse number of courses that is somewhat flexible and allows students to learn more intercultural competencies.

There are passionate teachers that want their students to do well in their courses. Moreover, the instructors provide professional relationships with the students that will aid the students in their future career endeavors.

This might as well be a history course. The language courses are severely lacking, especially at the upper level. Some of them don't even open, and the instructors don't even suggest themselves that students would be able to take them elsewhere.

The professors are very strong in their fields and enjoy the subject matter they teach

7 - Thinking of KPU's BA Minor in Language and Culture program's curriculum as a whole, please provide suggestions you have for improvement.

I don't think there is any need specifically in the curriculum for improvement. I think it's fairly well rounded.

Have more courses available throughout the year.

I would prefer if required courses were offered more often.

You need to offer more classes. French culture through film and other film courses are never offered.

I believe that the BA Minor in Language and Culture, should include ALL of the Indigenous courses as well as options.

There are certain courses in which you have to wait one whole year in order to satisfy and continue language proficiency. For example, I started my Japanese learning journey in Fall 2018 ([Course Name Redacted]), and continued through Spring 2019 ([Course Name Redacted]), Fall 2019 ([Course Name Redacted]), and Spring 2020([Course Name Redacted]). Then, [Course Name Redacted] aren't offered for one full year (Fall2020-Spring2021). So, there was this one-year gap of not continuing the language study until I took it again in Fall 2021 ([Course Name Redacted]). In this case, it was very frustrating as some of my memory with the language were fuzzy. As such, most of my classmates who started the Japanese language learning journey with me in Fall 2018 who took [Course Name Redacted] in Fall 2021 dropped the [Course Name Redacted] course because it seemed too difficult and the material was way more advanced. Moreover, I was under the impression that I could take [Course Name Redacted] for the next semester to fulfill my BA Minor in Language and Culture. However, this was not the case. As a result, I had to take another course to fulfill this requirement which is [Course Name Redacted]. While I do enjoy that course, I would have preferred if the next language level was available for me to take. So, I would suggest to provide courses that a student can continue in an advancing path like how I did and not have a gap year that will make students forget about language knowledge. And, I would also suggest that next levels of certain language courses be available as well such as with [Course Name Redacted], and even [Course Name Redacted] since I was studying [Course Name Redacted] as well. I had a classmate from [Course Name Redacted] who transferred to Langara or UBC to continue their French studies elsewhere since KPU did not provide courses for upper-intermediate French courses. If there were upper-intermediate French courses, I would have taken those too. So, to counter this, I would suggest displaying a plan for students to understand and think about how they want to pursue their studies. Though KPU has provided a plan/path for KPU students who pursue different studies, it is essential to the student's university life that certain courses are set in stone and that things like upper-intermediate language level courses are available. By having set plans, a student can avoid having to e-mail their language professors if a certain upper-intermediate level course will be offered throughout the semester.

more advanced disciplines in different areas more language offerings or lower level classes to help get more students into language/culture classes as more of the more "exciting" classes have higher requirements to enter

8 - What topics, if any, are missing from the program?

I think the lack of courses is the major problem. The Language and Culture department is severely lacking in variety of courses. I would have loved to have more East Asian study courses. I also would have loved to have more courses that focused on Korea. I ALSO think that the severe lack of South Asian courses that don't primarily focus on India is offensive. As a non Indian South Asian, I was incredibly offended by this. India is not ALL of South Asia.

More linguistics courses

German!!! Why did you stop teaching German?

More Indigenous based courses.

I think more topics and courses specifically delving into countries/cultures outside of South and East Asia, Spain, and France. Cree is a great addition!

Though KPU's Asian Studies offer a wide selection of wonderful courses, it only scratches the surface. For example, I would like to see more courses on different countries in Asia such as North Korea, South Korea, Philippines, etc. With that said, offering more language courses on different

languages is also something I would like to see like the Korean language. I would have liked to learn about the Korean language.

Upper level languages, and translation.

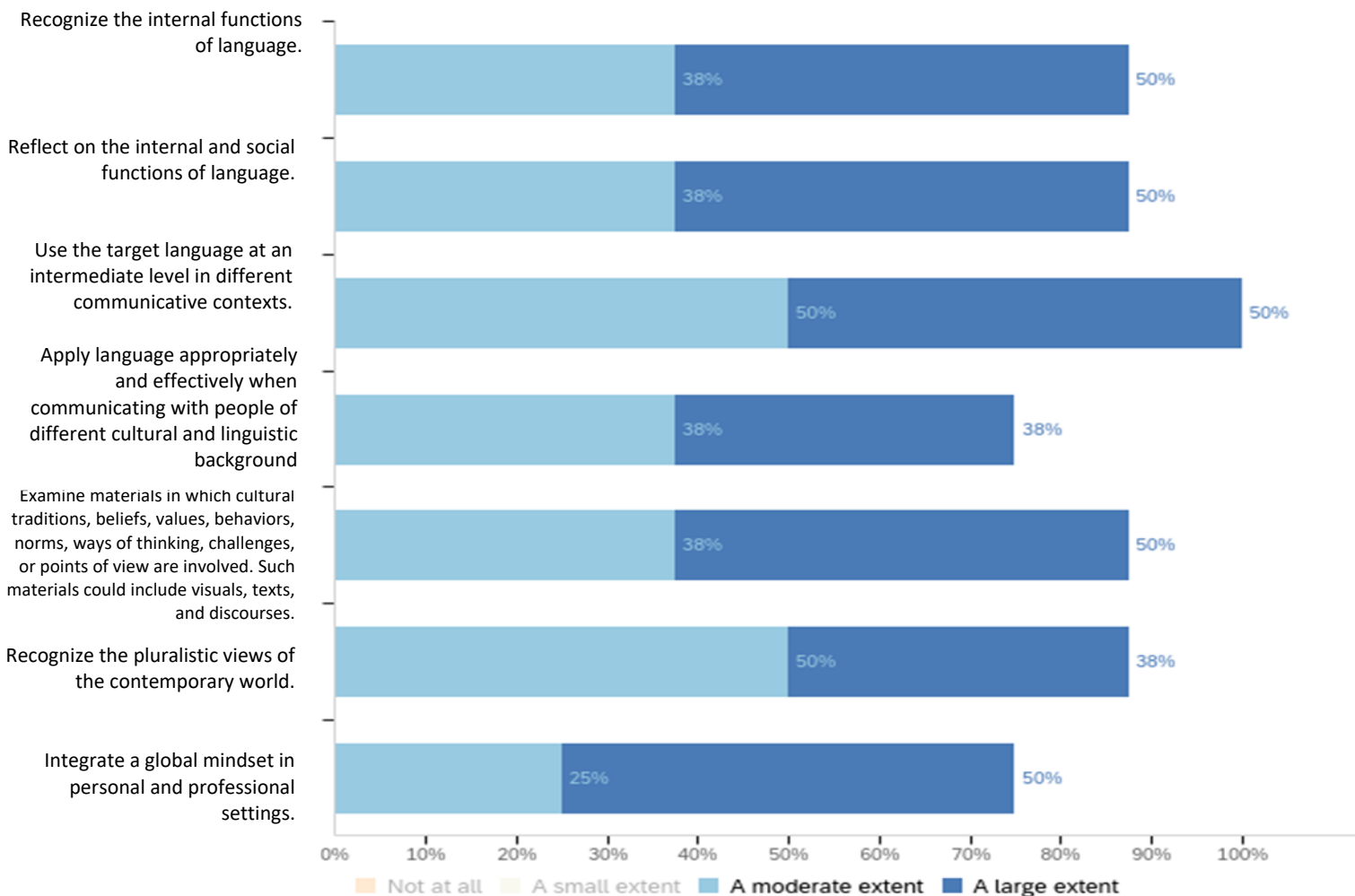
i would like to see more first/second level languages as well as a continuation of some courses in more depth such as [Course Name Redacted] more cohesion and details

QUESTIONS ON CHAPTER 4: EFFECTIVENESS OF INSTRUCTIONAL DELIVERY

Instructional Design and Delivery

Are appropriate opportunities provided to help students acquire the PLOs?

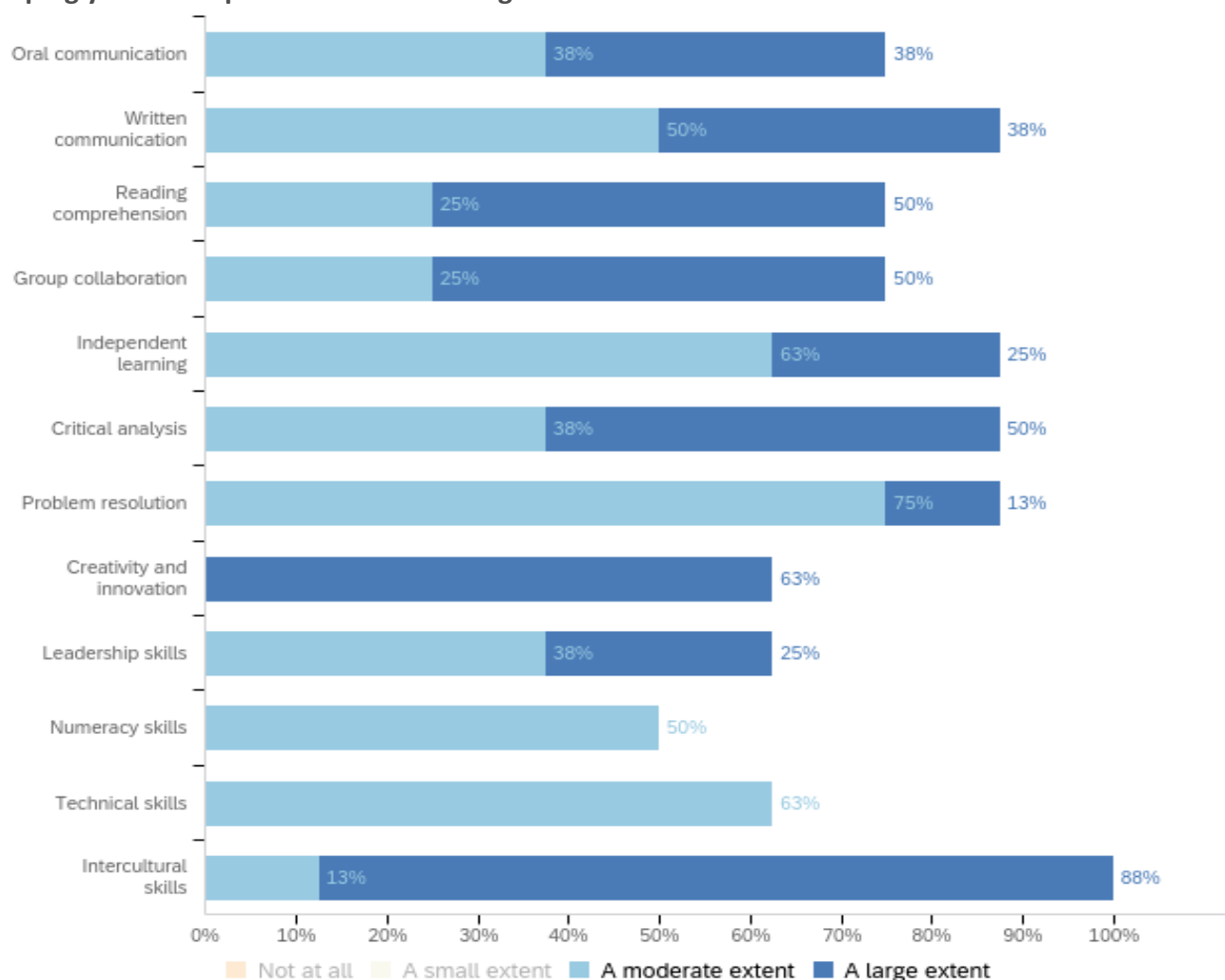
9 - Program Learning Outcomes are statements that describe the knowledge and skills students will have upon completion of a program. To what extent are the courses you are taking for KPU's BA Minor in Language and Culture program helping you develop each of the following learning outcomes?



#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Recognize the internal functions of language.	0%	13%	38%	50%	8
2	Reflect on the internal and social functions of language.	0%	13%	38%	50%	8
3	Use the target language at an intermediate level in different communicative contexts.	0%	0%	50%	50%	8
4	Apply language appropriately and effectively when communicating with people of different cultural and linguistic background	0%	25%	38%	38%	8
5	Examine materials in which cultural traditions, beliefs, values, behaviors, norms, ways of thinking, challenges, or points of view are involved. Such materials could include visuals, texts, and discourses.	0%	13%	38%	50%	8
6	Recognize the pluralistic views of the contemporary world.	0%	13%	50%	38%	8
7	Integrate a global mindset in personal and professional settings.	0%	25%	25%	50%	8

Are appropriate opportunities provided to help students acquire the essential skills?

10 - To what extent are the courses you are taking for KPU's BA Minor in Language and Culture program helping you develop each of the following essential skills?



Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Oral communication	0%	25%	38%	38%	8
2	Written communication	0%	13%	50%	38%	8
3	Reading comprehension	0%	25%	25%	50%	8
4	Group collaboration	0%	25%	25%	50%	8
5	Independent learning	0%	13%	63%	25%	8
6	Critical analysis	0%	13%	38%	50%	8
7	Problem resolution	0%	13%	75%	13%	8
8	Creativity and innovation	0%	38%	0%	63%	8
9	Leadership skills	0%	38%	38%	25%	8
10	Numeracy skills	13%	38%	50%	0%	8
11	Technical skills	0%	38%	63%	0%	8
12	Intercultural skills	0%	0%	13%	88%	8

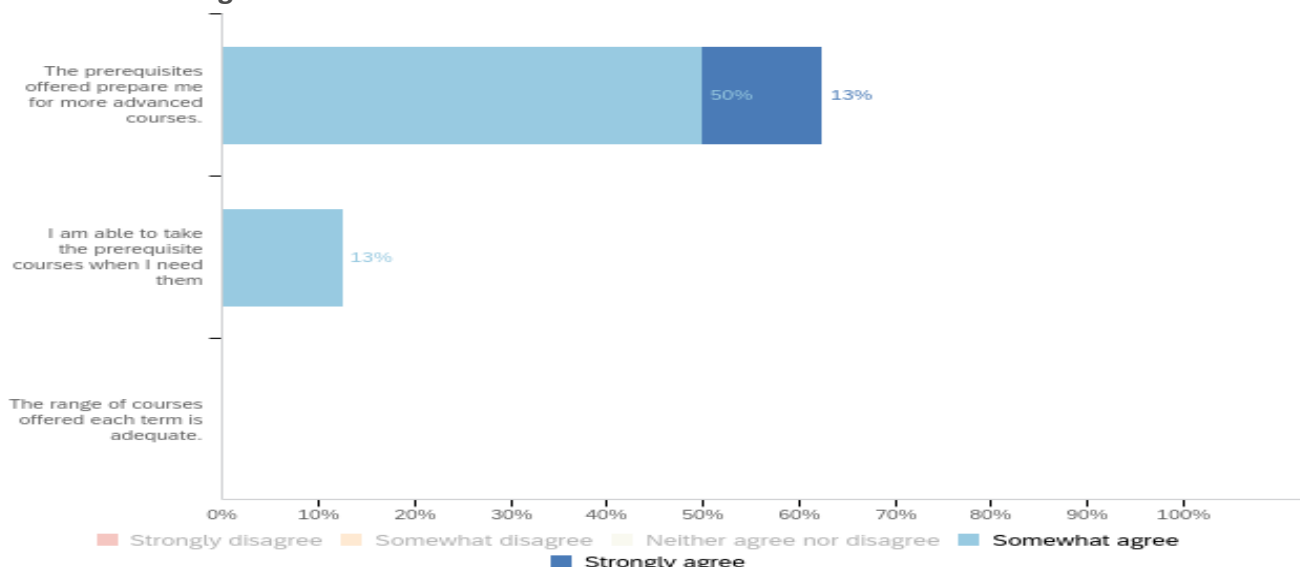
Are appropriate work-integrated and/or community-engaged learning opportunities provided to help students acquire the learning outcomes?

11 - Does the BA Minor in Language and Culture program encourage community-based learning opportunities whenever applicable?

#	Does the BA Minor in Language and Culture program encourage community-based learning opportunities whenever applicable?	Percentage
1	Yes	100%
2	No	0%
	Total	8

Does the program design ensure students are prepared for subsequent courses? / Are students making satisfactory progress in the program?

12 - Thinking of KPU's BA Minor in Language and Culture program as a whole, please indicate your agreement with the following.

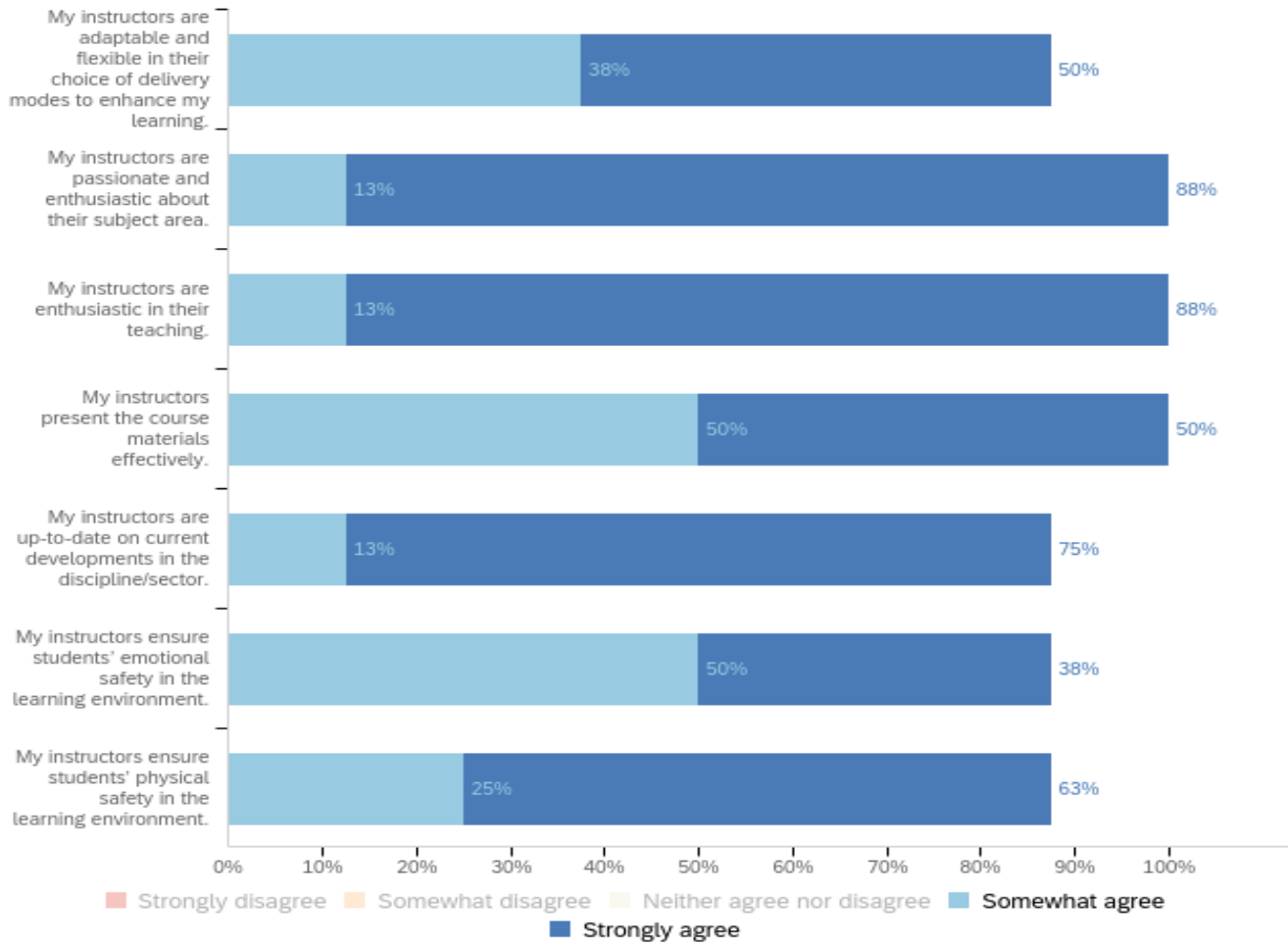


Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	The prerequisites offered prepare me for more advanced courses.	13%	0%	25%	50%	13%	8
2	I am able to take the prerequisite courses when I need them	13%	75%	0%	13%	0%	8
3	The range of courses offered each term is adequate.	38%	50%	13%	0%	0%	8

Does the instruction meet the needs of diverse learners?

13 - Thinking of how the program is delivered, please indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	My instructors are adaptable and flexible in their choice of delivery modes to enhance my learning.	0%	0%	13%	38%	50%	8
2	My instructors are passionate and enthusiastic about their subject area.	0%	0%	0%	13%	88%	8
3	My instructors are enthusiastic in their teaching.	0%	0%	0%	13%	88%	8
4	My instructors present the course materials effectively.	0%	0%	0%	50%	50%	8
5	My instructors are up-to-date on current developments in the discipline/sector.	0%	0%	13%	13%	75%	8
6	My instructors ensure students' emotional safety in the learning environment.	0%	0%	13%	50%	38%	8
7	My instructors ensure students' physical safety in the learning environment.	0%	0%	13%	25%	63%	8

14 - Overall, how satisfied are you with the instruction you have received in KPU's BA Minor in Language and Culture program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with the instruction you have received in KPU's BA Minor in Language and Culture program?	Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	25%
3	Neither satisfied nor dissatisfied	0%
4	Somewhat satisfied	25%
5	Very satisfied	50%
	Total	8

15 - Thinking of how instruction is delivered across the program as a whole, please indicate the strengths of the program instruction.

Thé instruction is great

Passionate teachers successfully engages student interactions and ensures positive classroom behaviour.

There are good instructors, but not enough in the language department in the upper levels. Even if they do exist, their upper-level language classes keep getting canceled (especially Japanese).

teachers are very excited to teach and share knowledge and will go to lengths other disciplines tend to not go to to ensure students understand

16 - Thinking of how instruction is delivered across the program as a whole, please provide suggestions you have for improvement in program instruction.

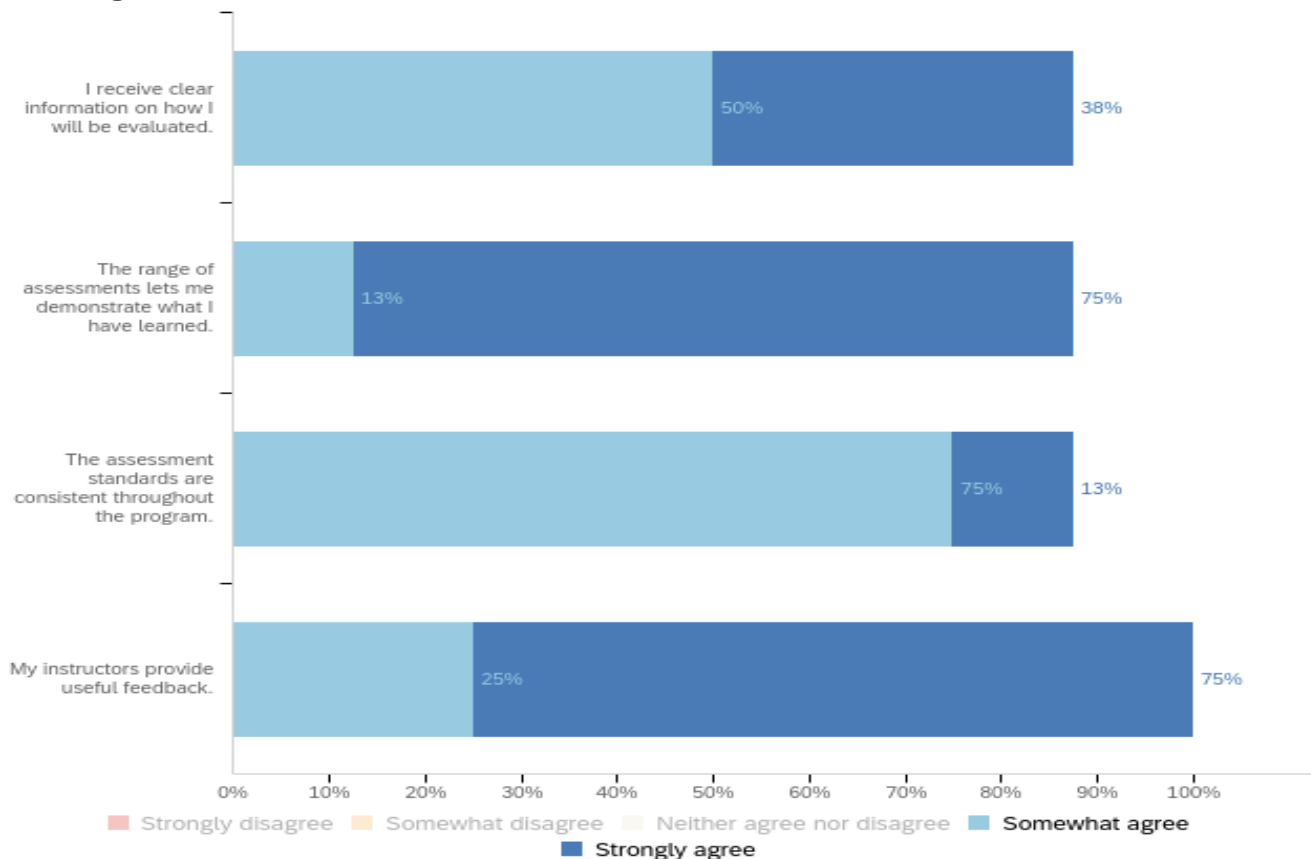
None for instruction

If Kwantlen can't provide upper-level language classes, at least make the instructors more proactive in suggesting people take it elsewhere, and provide active support in suggesting that. Otherwise, you have people who are just stuck in Kwantlen twiddling their thumbs waiting for them to open.

honestly just more funding and interest in programs would be great it would be nice to see banners or information sessions as LANC/LING/ etc often gets overlooked because outside of "i can learn this in class" but more about the experiences these classes can bring and enrichment of your life and i wish the instructors had more of a platform for this

Do the assessment methods allow students to demonstrate the extent to which they have achieved the learning outcomes?

17 - Thinking of how learning is assessed in the program as a whole, indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

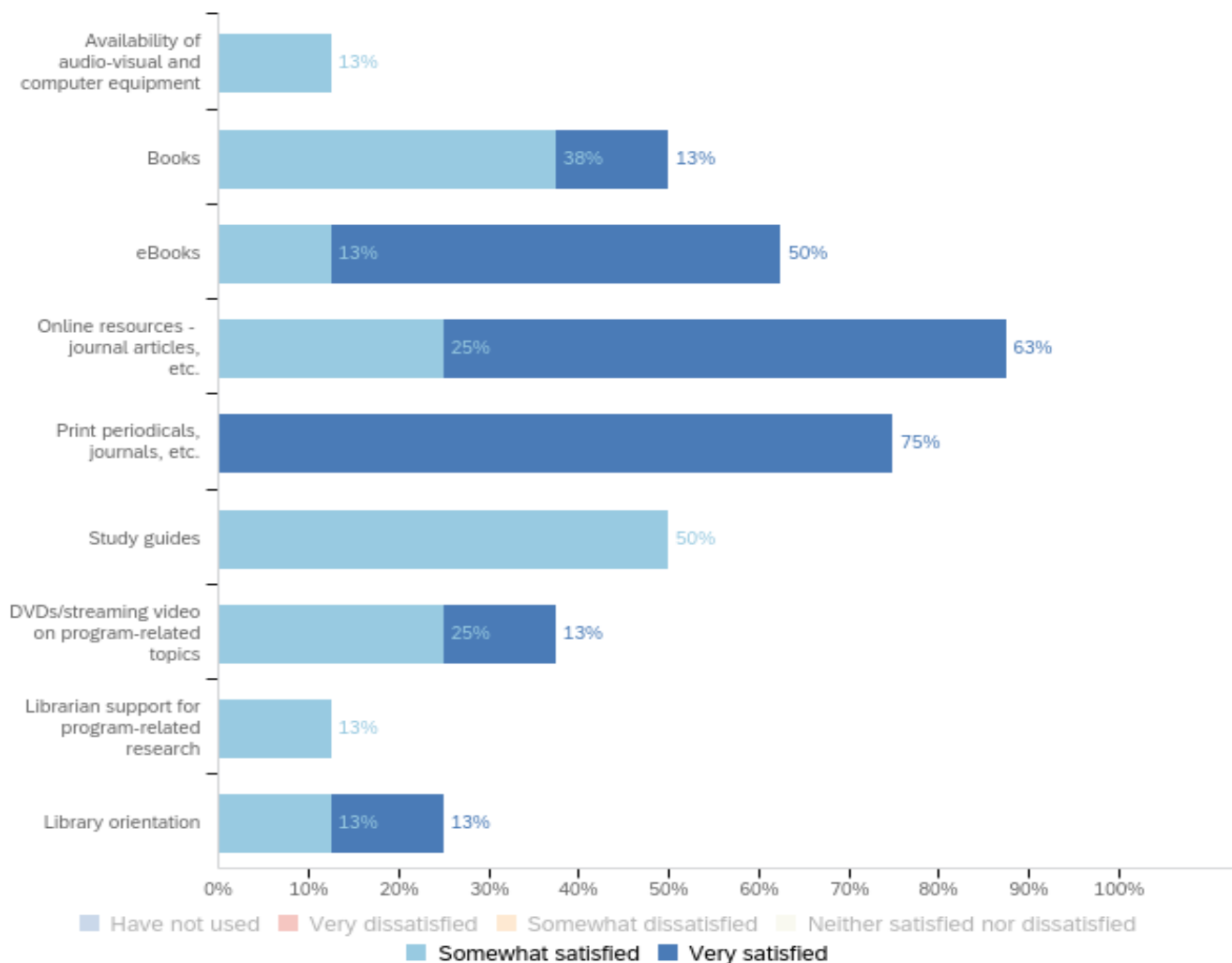
#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	I receive clear information on how I will be evaluated.	0%	0%	13%	50%	38%	8
2	The range of assessments lets me demonstrate what I have learned.	0%	0%	13%	13%	75%	8
3	The assessment standards are consistent throughout the program.	0%	0%	13%	75%	13%	8
4	My instructors provide useful feedback.	0%	0%	0%	25%	75%	8

QUESTIONS ON CHAPTER 5: RESOURCES, SERVICES AND FACILITIES

Program Resources, Services and Facilities

Does the program have the library and learning resources needed to deliver the curriculum?

18 - How satisfied are you with the following library resources as they apply to KPU's BA Minor in Language and Culture program?

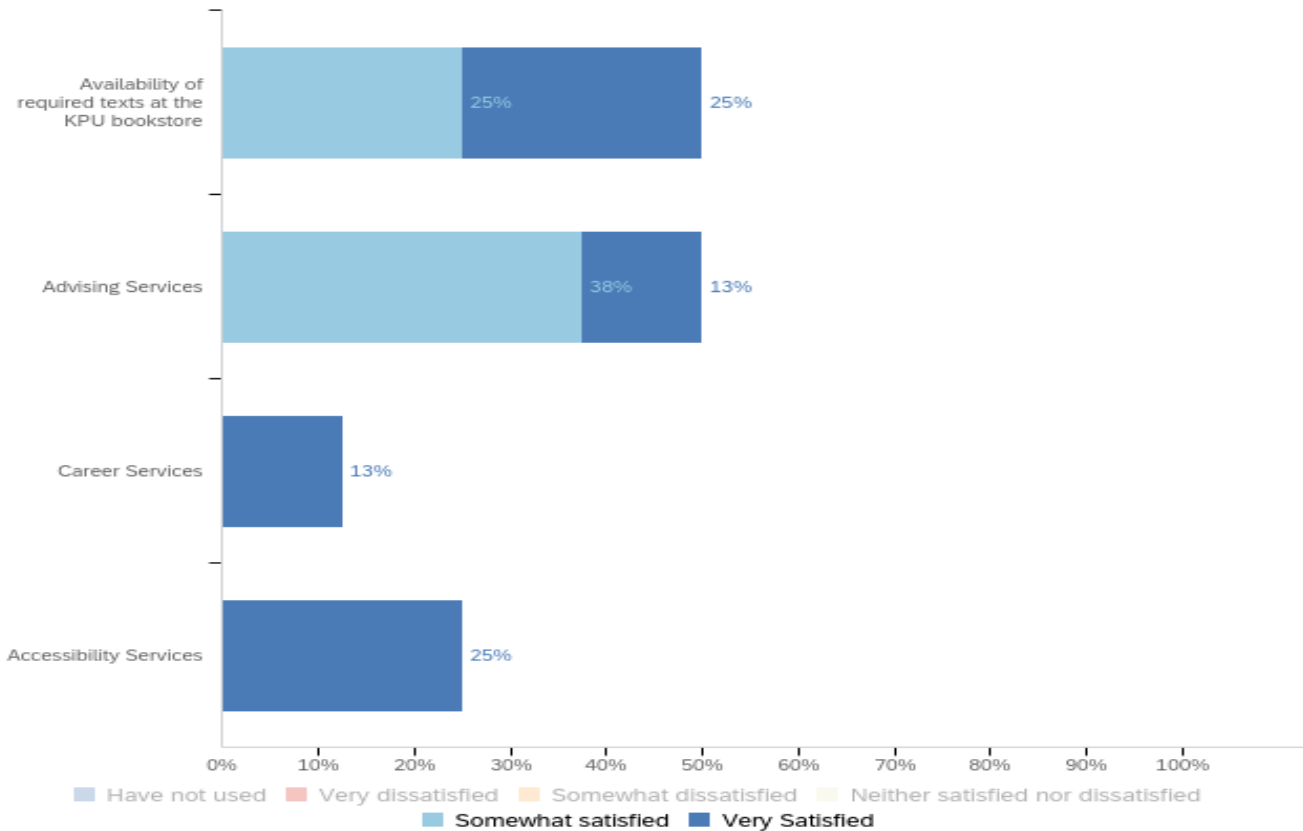


Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Have not used	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Total
1	Availability of audio-visual and computer equipment	38%	0%	0%	50%	13%	0%	8
2	Books	13%	0%	13%	25%	38%	13%	8
3	eBooks	13%	0%	13%	13%	13%	50%	8
4	Online resources - journal articles, etc.	0%	0%	0%	13%	25%	63%	8
5	Print periodicals, journals, etc.	0%	0%	0%	25%	0%	75%	8
6	Study guides	25%	0%	0%	25%	50%	0%	8
7	DVDs/streaming video on program-related topics	25%	0%	0%	38%	25%	13%	8
8	Librarian support for program-related research	50%	0%	0%	38%	13%	0%	8
9	Library orientation	25%	0%	0%	50%	13%	13%	8

Does the program have the support services needed to deliver the curriculum?

19 - How satisfied are you with the following as they apply to KPU's BA Minor in Language and Culture program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Have not used	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very Satisfied	Total
1	Availability of required texts at the KPU bookstore	0%	0%	0%	50%	25%	25%	8
2	Advising Services	0%	0%	25%	25%	38%	13%	8
3	Career Services	38%	0%	25%	25%	0%	13%	8
4	Accessibility Services	25%	0%	13%	38%	0%	25%	8

Appendix J: Administrative Data Report

The chapter headings refer to the chapters in the Self-Study to which the data pertain.

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Glossary

Average Seats Offered: Maximum number of seats available in a department/Faculty divided by the count of classes offered by the department/Faculty.

Average Seats Filled: Number of seats taken in a department/Faculty divided by the count of classes offered by the department/Faculty.

BC Student Outcomes: Results of the three annual surveys of former post-secondary students in BC, one to two years after graduation, as a supplemental tool for assessing programs offered by KPU and comparing them to similar programs at other institutions. The three BC Student Outcomes surveys include the Diploma, Associate Degree, and Certificate Student Outcomes Survey (DAC), the Baccalaureate Graduates Survey (BGS), and the Trades Student Outcomes Survey (Trades). Note that while DAC covers all BC public post-secondary institutions, BGS does not report data from programs at research-intensive universities such as UBC and SFU.

Cumulative Grade Distribution: The number of students who receive a particular letter grade (A+ through F) plus those who receive a higher grade, as a percentage of the total number of students with a grade or a W/WE or DEF (Deferred). Useful for estimating the proportion of passing students based on any specific grade requirement.

DFW Rate: % of students who received a grade of D or F or withdrew from the course. Percentage is calculated based on number of students with a grade or a W/WE or DEF (Deferred).

Faculty Student Headcount: Count of all students enrolled in a Faculty, including undeclared students.

Fill Rate: Number of seats filled divided by the number of seats offered.

Grade Point Equivalent Mean: The average grade of students in the selected courses, based solely on the numerical grade point equivalent of a letter grade. A weighted average is used, such that larger classes have a larger influence on the computed mean. It is not an average of course-level grades weighted by course credits.

Intended of Undeclared: Students who identified Language and Culture as their intended minor on their application. Note that not all of these students declare a minor in Language and Culture.

Program Student Headcount: Count of declared and intended of undeclared students. Withdrawals are included. To avoid double counting students, the student headcount is a unique headcount for the year, not the sum of intended of undeclared and declared counts.

Repeat Rate: Students who repeat a course, that is, have taken the course previously. Percentage is calculated based on number of students with a grade or a W/WE or DEF.

Unmet Demand: Number of waitlist seats held by students unable to enrol in the same course, and have not dropped that course, within the same term. A student waitlisted in multiple sections of the same course in the same term is counted as one waitlist seat.

Seats Offered: Maximum number of seats available in a unit (section, course, department, faculty).

Seats Filled: Number of seats taken in the unit (section, course, department, faculty)

Chapter 3. Program Relevance and Demand

3.1 Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?¹

What percentage of the program graduates are satisfied with the education they received? What percentage of the graduates rate the quality of instruction they received as “very good”, “good”, or “adequate”? Do they find their program of study useful in their current position?

Exhibit 1: KPU BA Minor in Language and Culture Program BC Student Outcomes Data Compared with Ministry Targets

Measures	BC Student Outcomes Data for KPU's BA Minor in Language and Culture Program (2018-20)	Ministry Target
Respondents	5	-
Satisfaction ²	100%	≥ 90%
Quality ³	100%	≥ 90%
Usefulness ⁴	100%	≥ 90%

Note: Small sample size. Use data with caution.

3.3 Student Demand

Who takes the program?⁵

Has the demographic profile of BA Minor in Language and Culture Program students changed over the last five years?

Exhibit 2: Demographic Profile of BA Minor in Language and Culture Program Students by Academic Year

	2016/17	2017/18	2018/19	2019/20	2020/21
Unique Student Headcount	49	65	53	38	33
% Female	71%	63%	58%	53%	58%
% 22 years or younger	63%	52%	44%	47%	27%
% International	8%	9%	13%	16%	12%

How does the demographic profile of BA Minor in Language and Culture Program students compare with that of students at the same level for the Faculty of Arts as a whole over the same period?

Exhibit 3: Demographic Profile of Faculty of Arts Students by Academic Year

	2016/17	2017/18	2018/19	2019/20	2020/21
Unique Student Headcount	5,692	5,895	5,737	5,843	5,717
% Female	62%	62%	62%	62%	63%
% 22 years or younger	69%	69%	68%	67%	67%
% International	8%	15%	14%	17%	18%

¹ Data reported in this section was obtained from the Student Outcomes Dashboard 2016-20, which is available at <https://kpuemp.sharepoint.com/sites/sem/data/SitePages/Home.aspx>

² Respondents who are "very satisfied" or "satisfied" with the education or training they received in their program of study.

³ Respondents who rate the quality of instruction received from their program of study as "very good", "good" or "adequate".

⁴ Respondents who describe their program of study as "very" or "somewhat" useful in their current occupation.

⁵ Data reported in this section was obtained from the Enrolment Dashboard 2020-21, which is available at <https://kpuemp.sharepoint.com/sites/sem/data/SitePages/Home.aspx>

Is demand for the program sustainable?

Various measures of student demand for the program are presented below. Consider what, collectively, these measures indicate about the demand for the program.

Has demand for Language and Culture courses been changing over the last five years? Is the overall class size, in terms of filled seats, sustainable? How does demand for Language and Culture courses compare with demand for Faculty of Arts undergraduate courses over the same period?

Exhibit 4: Unique Student Headcount in Language and Culture Courses by Academic Year Compared with Faculty of Arts Undergraduate Courses

	2016/17	2017/18	2018/19	2019/20	2020/21	%Change ⁶
All courses offered by Language and Culture Department	1,115	1,304	1,420	1,414	1,494	34%
Minor in Language and Culture Program Courses ⁷	341	403	451	425	400	17%
Faculty of Arts	11,036	12,386	12,122	11,574	11,167	1%

Has demand for the BA Minor in Language and Culture Program changed over the last five years? How does it compare with demand for Faculty of Arts undergraduate programs over the same period?

Exhibit 5: Unique Student Headcount in BA Minor in Language and Culture Program by Academic Year Compared with Faculty of Arts Undergraduate Programs

	2016/17	2017/18	2018/19	2019/20	2020/21
Declared-Minor	19	31	30	27	28
Intended of Undeclared	30	36	23	13	5
Language and Culture Total Headcount	49	65	53	38	33
Faculty of Arts Total Headcount	5,692	5,895	5,737	5,843	5,717

How do KPU BA Minor in Language and Culture Program enrolment trends compare with overall enrolment trends in similar programs in BC?

Exhibit 6: Number of Students Enrolled in Language and Culture Programs at BC Public Post-Secondary Institutions

Comparative data is not available for minors.

⁶ % Change refers to change between 2016/17 to 2020/21.

⁷ LING 1100, LING 1300, LING 2120, LING 2400, LING/LANC 3390, FREN 2200, FREN 2201, FREN 2220, FREN 3100, FREN/LANC 3110, FREN 3300, FREN 3301, JAPN 2200, JAPN 2201, JAPN 3300, JAPN 3301, JAPN 4400, JAPN 4410, MAND 2200, MAND 2201, MAND 3310, MAND 3311, MAND 4321, MAND 4323, MAND 4481, MAND 4483, PUNJ 2200, PUNJ 2201, PUNJ 3300, PUNJ 3301, SPAN 2200, SPAN 2201, SPAN 3310, SPAN/LANC 3450, LANC 3150, LANC/ASIA 3154, LANC 3310, LANC 3320, LANC 3860, LANC 3870, LANC 4320

Has there been a change in average filled seats per class in Language and Culture program courses? How do they compare with Faculty of Arts courses at the same level? Is demand steady, declining, or increasing?

Exhibit 7: Average Filled Seats per Class by Academic Year from AY 2017/18 to 2020/21

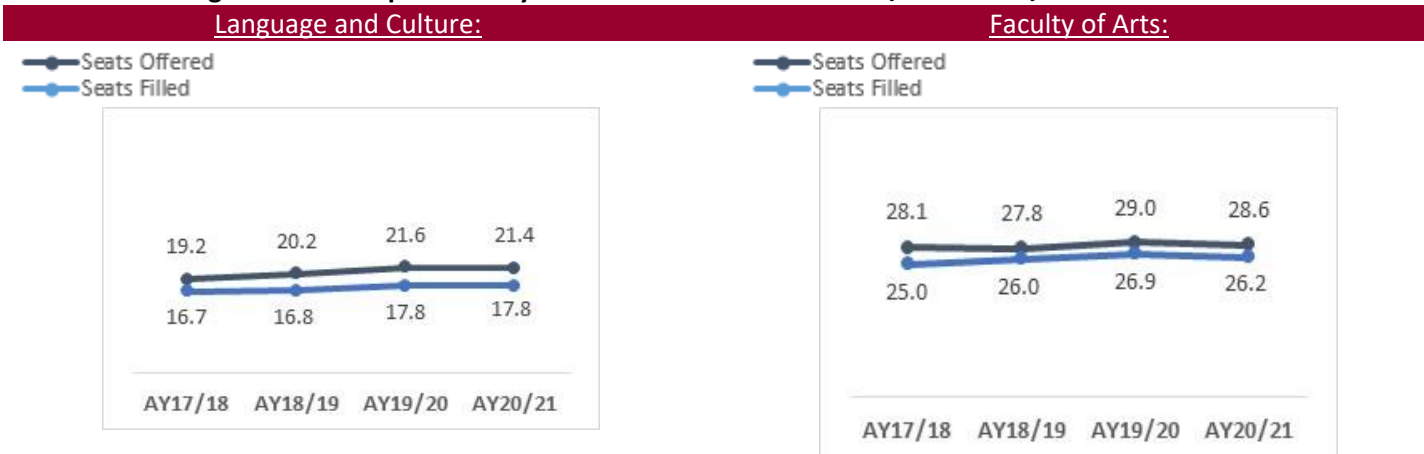
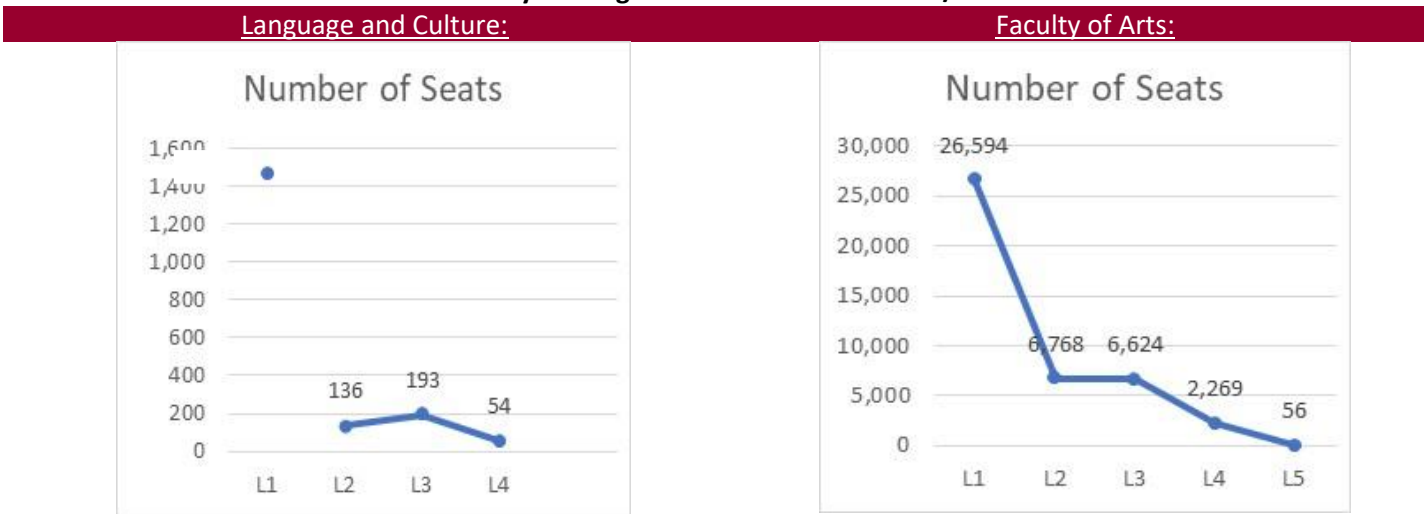


Exhibit 8: Count of Classes by Academic Year



How does demand for upper level program courses (3rd and 4th year) compare with demand for lower level courses⁸, where applicable?

Exhibit 9 Number of Course Enrolments by Undergraduate Level for AY 2020/21



How does tuition compare with instructional costs for the average class in the Language and Culture Program?

A program’s importance isn’t gaged by the tuition revenue it brings in, as some programs will not be able to cover their costs, but all programs should be delivered efficiently. Part of assessing a program’s sustainability is considering if it can be made more efficient without compromising student safety or success. The biggest driver of efficiency is class size in

⁸ LING 1100 and LING 1300 data is not presented in this chart at L1 because it is not possible to separate these two courses from the rest of the 1000-level courses that are not part of the program.

terms of filled seats. International enrolments, where relevant, can improve a program's sustainability.

Exhibit 10: Cost Structure of Average Class for Language and Culture, Arts UG, and All KPU UG Courses for Academic Year 2020/21

	Minor in Language & Culture Courses	All other Language and Culture Courses	Arts UG Courses	All KPU UG Courses
Cost of Instruction	\$15,712.75	\$15,712.75	\$15,712.75	\$15,712.75
Average # of Seats Filled	17.6	15.9	26.2	25.1
Overall % filled by International	39%	37%	26%	33%
Tuition Revenue	\$18,571.82	\$16,278.35	\$22,295.63	\$24,119.92
Average Net Revenue	\$2,859.07	\$565.60	\$6,582.88	\$8,407.17
Total # of Classes	36	117	1,674	4,302
Total Net Revenue	\$102,926.68	\$66,175.76	\$11,019,739.18	\$36,167,657.43

Does the program have the capacity to meet demand?

Are there waitlists that limit students' ability to progress through the program in a timely manner? Are the waitlisted courses delivered by the program, or delivered by other departments?

Exhibit 11: Unmet Demand at the Stable Enrolment Date

	Unmet Demand	Fill Rate
Fall 2021	1	76%
Summer 2021	34	98%
Spring 2021	15	76%
Fall 2020	12	87%
Summer 2020	6	100%
Spring 2020	19	80%
Fall 2019	19	81%

There is no notable unmet demand for the program's discipline-specific courses. Unmet demand by course is available in the [Enrolment Tracking Report dashboard](#) for each term.

Chapter 4. Effectiveness of Instructional Delivery

4.1 Instructional Design and Delivery of Curriculum

Are appropriate opportunities provided to help students acquire the essential skills?⁹

Graduates are asked to indicate the extent to which the program helps them achieve the Ministry identified essential skills. Is the program achieving the Ministry's targets in skills development?

Exhibit 12: KPU Language and Culture Program BC Student Outcomes Essential Skills Data Compared with Ministry Targets

Measures	BC Student Outcomes Data for KPU's BA Minor in Language and Culture Program (2018-20)	Ministry Target
Respondents	5	
Skill Development ¹⁰	91%	≥ 85%

⁹ Data reported in this section was obtained from the Student Outcomes dashboard 2016-20, which is available at <https://kpuemp.sharepoint.com/sites/sem/data/SitePages/Home.aspx>

¹⁰ Program graduates' assessment of their skill development at KPU. An overall average for all skills is provided, plus the results for each skill.

Measures	BC Student Outcomes Data for KPU's BA Minor in Language and Culture Program (2018-20)	Ministry Target
Write Clearly and Concisely	100%	≥ 85%
Speak Effectively	80%	≥ 85%
Read and Comprehend Materials	80%	≥ 85%
Work Effectively with Others	100%	≥ 85%
Analyze and Think Critically	100%	≥ 85%
Resolve Issues or Problems	100%	≥ 85%
Learn on your Own	80%	≥ 85%

Note: Small sample size. Use data with caution.

4.2 Student Success

Are students performing satisfactorily in courses?¹¹

Are an adequate number of students in BA Minor Language and Culture courses receiving a grade of C and above? How do they compare with the students in Faculty of Arts courses at the undergraduate level?

Exhibit 13: Cumulative Grade Distribution for BA Minor in Language and Culture Courses from AY 2016/17 to 2020/21

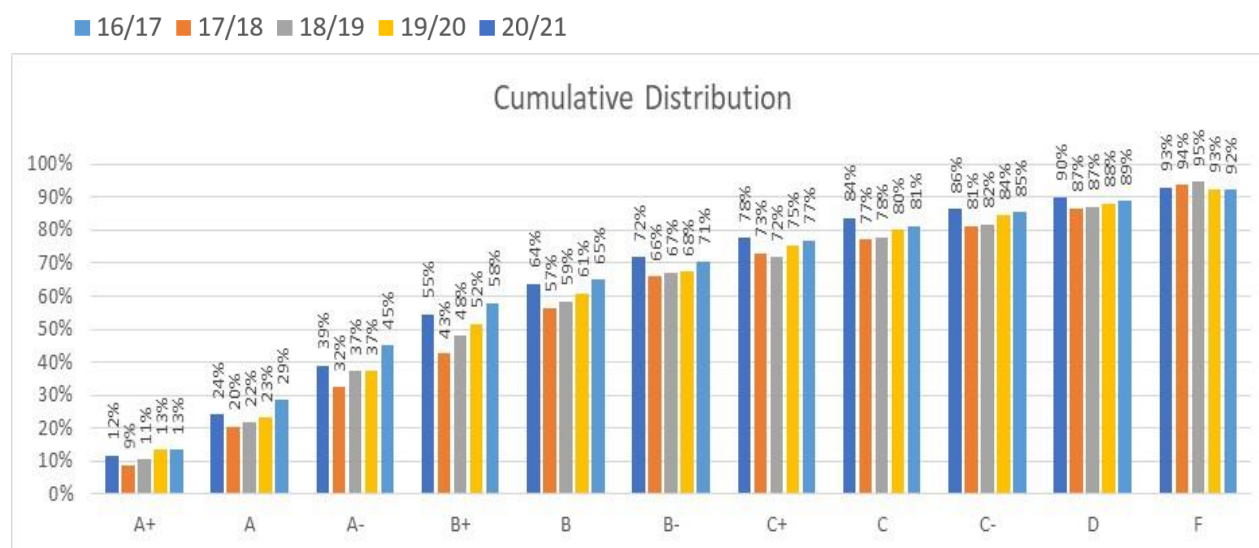
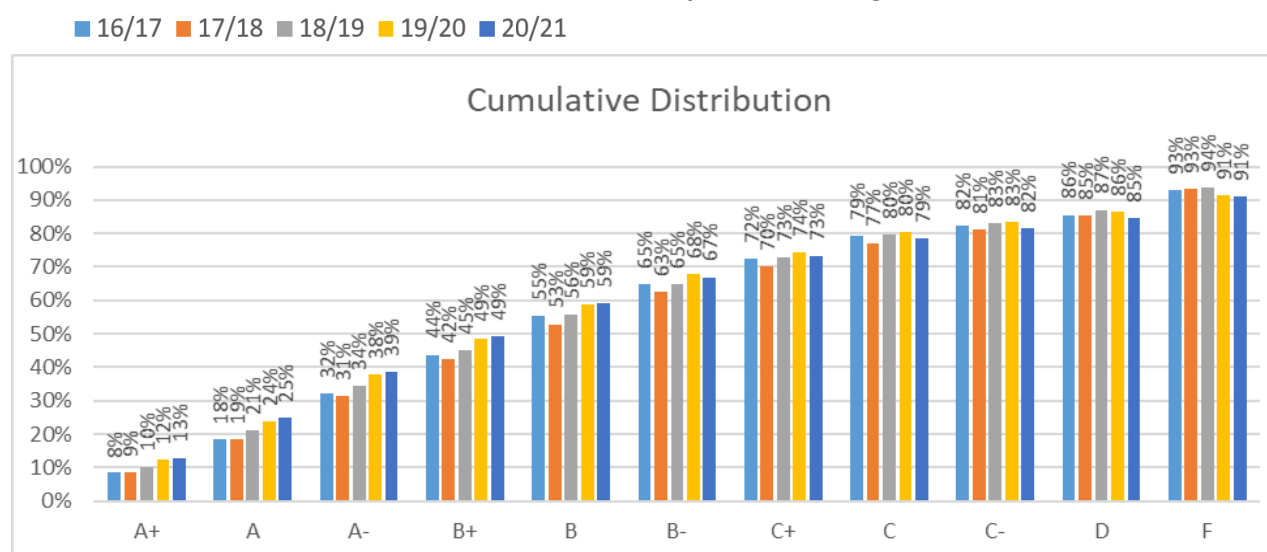


Exhibit 14: Cumulative Grade Distribution for Faculty of Arts Undergraduate Courses from AY 2016/17 to 2020/21

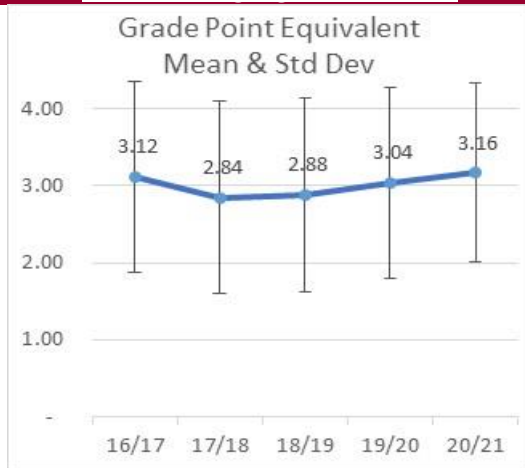


¹¹ Data reported in this section was obtained from the Grade Distribution Dashboard 2020-21, which is available at <https://kpuemp.sharepoint.com/sites/sem/data/SitePages/Home.aspx>

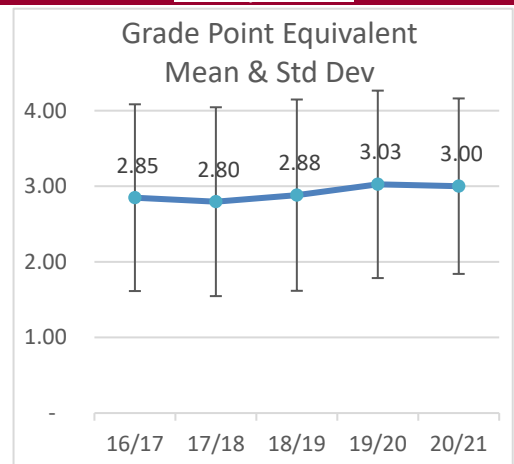
Do the overall grade trends for the program indicate an issue? How do they compare with the overall grade for Faculty of Arts undergraduate courses?

Exhibit 15: Grade Data for BA Minor in Language and Culture Program Courses by Academic Year compared with Faculty of Arts

Minor in Language and Culture:



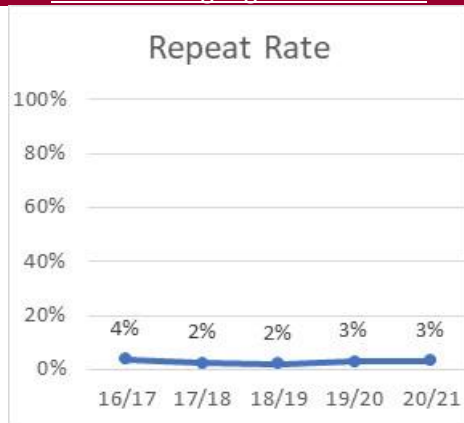
Faculty of Arts:



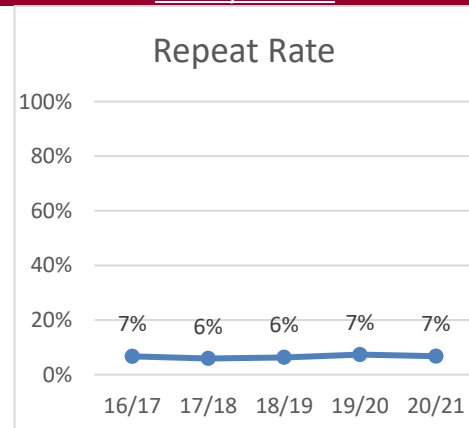
Do the repeat rate trends in BA Minor in Language and Culture courses indicate an issue? How does it compare with the repeat rate trends of Faculty of Arts undergraduate courses?

Exhibit 16: Repeat Rates in BA Minor in Language and Culture Program Courses by Academic Year Compared with Faculty of Arts

Minor in Language and Culture:



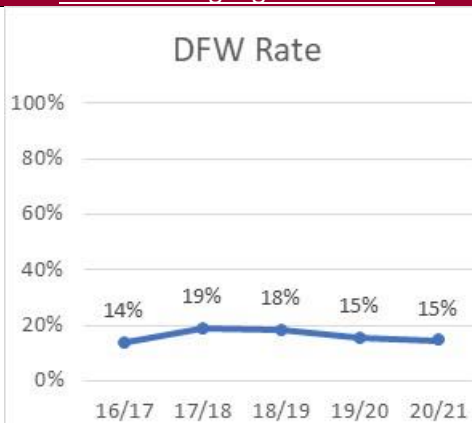
Faculty of Arts:



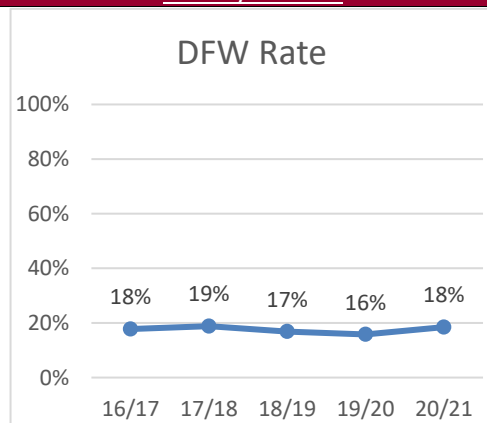
Does the DFW rate trends in BA Minor in Language and Culture courses indicate an issue? How does it compare with the DFW rate trends in Faculty of Arts undergraduate courses?

Exhibit 17: DFW Rates in BA Minor in Language and Culture Courses by Academic Year Compared with Faculty of Arts

Minor in Language and Culture:



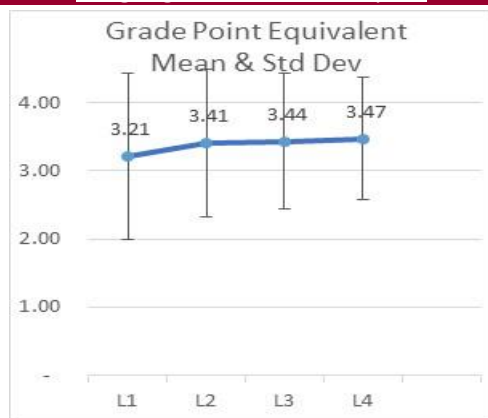
Faculty of Arts:



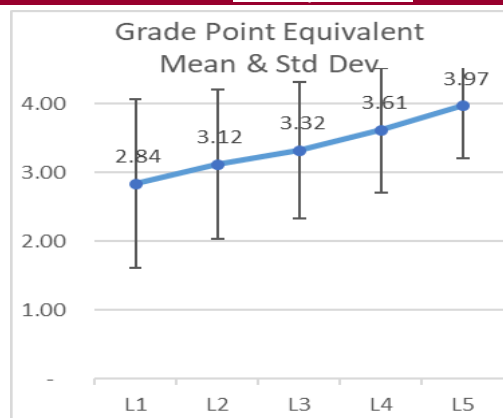
Are there any issues with students' performance in Language and Culture courses at each level? How do they compare with Faculty of Arts undergraduate courses?¹²

Exhibit 18: Student Performance Data for Courses offered by the Language and Culture Department for 2020/21 Academic Year by Undergraduate Levels Compared with Faculty of Arts

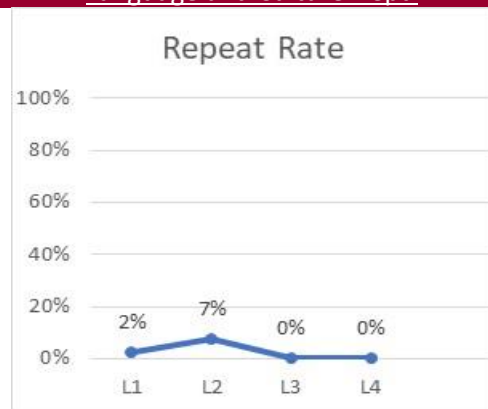
Language and Culture Dept:¹³



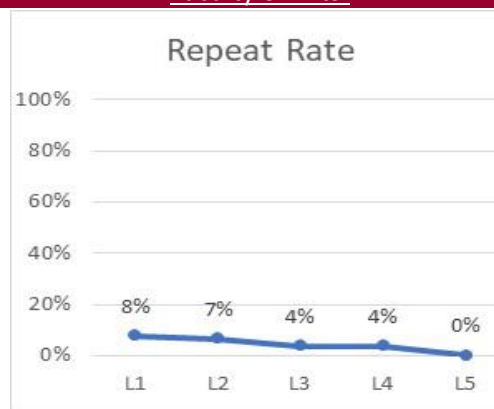
Faculty of Arts:



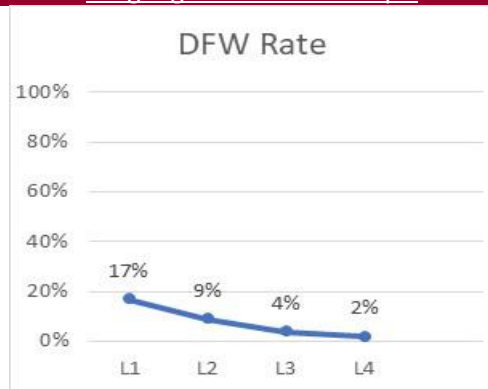
Language and Culture Dept:



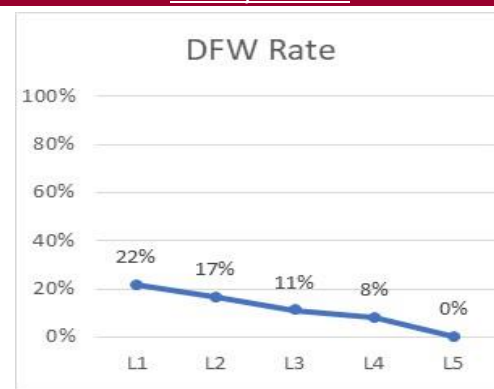
Faculty of Arts:



Language and Culture Dept:



Faculty of Arts:



¹² It is not possible to provide data by undergraduate level for the BA Minor and Language and Culture program courses only. Therefore, exhibits by undergraduate level include all courses in FREN, JAPN, LANC, LING, MAND, PUNJ, and SPAN.

¹³ Note that variations in sample size can affect the Grade Point Equivalent Mean data.

Are students making satisfactory progress in the program?¹⁴

Has there been a change in the number of BA Minor in Language and Culture Program graduates over time? How does it compare with Faculty of Arts in general?

Exhibit 19: BA Minor in Language and Culture Program Graduate Headcount¹⁵ by Academic Year

	2016/17	2017/18	2018/19	2019/20	2020/21
Total¹⁶	3	10	9	6	14

Exhibit 20: Faculty of Arts Graduate Headcount by Credential and Academic Year

	2016/17	2017/18	2018/19	2019/20	2020/21
Total	715	802	888	1,562	1,334
Associate Degree	65	74	52	66	55
Bachelor's Degree	345	386	354	437	444
Certificate	127	102	72	203	107
Diploma	192	246	420	862	737

Are BA Minor in Language and Culture program students completing the program within a reasonable time? How does it compare with Faculty of Arts in general?

Exhibit 21: Median¹⁷ Years to Graduate:¹⁸ BA Minor in Language and Culture

	2016/17	2017/18	2018/19	2019/20	2020/21
Minor in Language and Culture	NA	NA	NA	NA	NA

Exhibit 22: Median Years to Graduate: Faculty of Arts

	2016/17	2017/18	2018/19	2019/20	2020/21
Associate Degree	3.9	4.9	4.1	2.9	3.6
Bachelor's Degree	5.6	5.6	5.6	5.3	5.5
Certificate	1.6	1.9	1.9	1.2	2.0
Diploma	2.4	2.3	2.2	2.5	2.9

¹⁴ All data reported in this section was obtained from the Credentials dashboard AY 2020-21, which is available at <https://kpuemp.sharepoint.com/sites/sem/data/SitePages/Home.aspx>

¹⁵ Count of unique students who have earned a KPU credential. Breakdown values may not add up to total or 100% because a student can earn multiple credentials in different categories within the same academic year.

¹⁶ To avoid double counting students, total graduate headcounts presented in Exhibits 19 and 20 are unique headcounts of students for the year, not the sum of the credential counts.

¹⁷ A computed "middle" number in a set of numbers when sorted by value, such that 50% of the values are higher and 50% are smaller than this number. The Median is preferred over the Mean when the distribution of numbers contains a few extreme values. Extreme values will distort the Mean in that direction, whereas the Median is not affected by extreme values.

¹⁸ The data in Exhibits 21 and 22 present the median number of years students took to receive their first credential.

Are graduates of the program successful?

Are the graduates getting jobs in a related field? Are the graduates pursuing further education?

Exhibit 23: KPU Language and Culture Program BC Student Outcomes Data Compared with Ministry Targets

Measures	BC Student Outcomes Data for KPU BA Minor in Language and Culture Program (2018-20)	Ministry Target
<i>Respondents</i>	5	
Unemployment Rate ¹⁹	0%	≤ 7.5%
Currently Employed ²⁰	100%	
In a Related Job ²¹	20%	
Further Studies ²²	60%	

Note: Sample size is small. Use data with caution.

¹⁹ Unemployment rate of KPU's graduates (of those in the labour market).

²⁰ Respondents who were working at a job or business at the time of the survey, as a percentage of all respondents, regardless of whether they were in the labour force.

²¹ Respondents who are currently employed in occupations that they describe as "very" or "somewhat" related to their studies, as a percentage of all employed respondents.

²² Respondents who have taken further studies after taking the program, including those currently studying.



SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Reviewers' Comments: Self-Study Report

REPORT: Bachelor of Arts, Minor in Language and Culture Program Review

OVERALL ASSESSMENT:

Please provide a brief assessment of the Self-Study Report under review and an overall recommendation.

Reviewer #1: The department is to be commended for a fulsome and candid review. Overall, it is high-quality and evidence-based and I recommend it for approval. However, many of the recommendations can be summed up as *doing more*. That is, offering more courses and more sections. The review does not address what the department might stop doing in order to create the resources and capacity for these additions. One of the challenges that is articulated in the review is a large inventory of courses, many of which are offered rarely. I fear that superimposing more courses on a department that is already stretched fairly thin may exacerbate the problems with progression that some student face.

Reviewer #2: I enjoyed learning about the Language and Culture program. It is clearly a very important part of KPU's offerings. I think the self-study report generally contains the important elements, though I do have comments and suggestions for improving the document.

The Report (select the box that corresponds your recommendation):

- ☒ Reviewer #1: Recommend for approval by the SSCPR as is
- ☒ Reviewer #2 & #3: Recommend for approval by the SSCPR pending further action (see below)
- ☐ Recommend return to the Program for major revision
- ☐ Recommend for rejection by the SSCPR



SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Reviewers' Comments: Self-Study Report

Direction for Reviewers: Determine if the criterion for each chapter is fully addressed according to the standard.

CHAPTER 1: Program Overview

Criterion: This chapter provides an overview of the program, its purpose, and the scope of the review.

Standard: The Chapter clearly describes the program, its purpose, and the scope of the current review.

THE CHAPTER:

☒ **Meets the Standard**

Additional Comments (if necessary):

Reviewer #1:

- Given that the program includes eight discrete language focuses, it would be helpful to understand how subject matter expertise is distributed across the 12 faculty members in section 1.2. Information is provided in Appendix E, but it is not clear how expertise is distributed among faculty.
- The information about field schools in section 1.3 is helpful but seems to go beyond the scope of the "Program Purpose" section
- 1.4 lists the issues underlying the review as online learning, Indigenization, and changes in enrolment trends. It may be helpful to briefly address the current fit between the program and industry and further studies since this is a core consideration in program review (though this is addressed in thoughtful detail in 2.1).

Commented [I1]: See modification page 3 (section 1.1)

Commented [I2]: See modification page 5 (end of section 1.4)

Reviewer #2:

This is a good concise overview of the program. Just one comment:

You refer to NR1 and NR2 faculty as "visiting". I haven't heard non-regular faculty being referred to like this before. (NR2 faculty, for example, could still be full-time.) For non-KPU readers of the report, this terminology may give them the wrong impression. I suggest just referring to them as "non-regular". For the benefit of external readers you could also say that "non-regular faculty" are somewhat equivalent to "sessional" or "contract" instructors at other institutions, which I think are more common terms outside KPU.

Commented [I3]: I added 2 acronyms for NR1 and NR2 (page 1).

Reviewer #3:

Have the changes to the international experiences/study abroad opportunities impacted the planning, or operationalization? has this been addressed, if so how? if no, why not?

Commented [I4]: No, it has not impacted the planning or operationalization of the program.

☐ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

[Click here to enter text.](#)



SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Reviewers' Comments: Self-Study Report

CHAPTER 2: Curriculum Review

Criteria: This chapter provides a clear profile of the program graduates, relevant program learning outcomes, and a curriculum mapping assessment that adequately identifies any gaps in the program's curriculum.

Standard: The Chapter contains data-supported assessments and recommendations.

THE CHAPTER:

☒ **Meets the Standard**

Additional Comments (if necessary):

Reviewer #1:

pp. 10-11 – I would see changes in class sizes as being beyond the scope of a program review, since this is a collective bargaining issue (albeit one that has undeniable educational implications)
p.11 – The brief paragraph of recommendations at the end of the *Interpersonal Skills* section does not appear to align with the focus on describing essential skill development
p. 15 – It is not clear to me why ASIA 3255 and POLI 3146 could not be reviewed. It is implied that only two faculty members can review this course but the rationale for this limitation is not explicit.

Reviewer #3:

The PLOs, while serviceable for this process could be stronger.

PLO#3 has no introductory assessments (with the exception of one in SPAN 2200).

The explanation given is that second third and fourth year courses are part of the credential and the introduction of this PLO takes place in the prerequisite courses. I wonder if it isn't worthwhile to cross references PLO#3 with the CLOs for the prerequisite course to verify the explanation?

☒ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

Reviewer #2:

This applies throughout the document as well as to this chapter: I think it is important for recommendations to be easily identifiable and explicitly stated in each chapter, and not just where they are listed in chapter 6. This would keep things clearer for the reader and would also help ensure the link to the supporting evidence is clear. You could list the recommendations at the end of each section or at the end of each chapter, or just highlight them where they appear in the text.

Section 2.1:

- You write that the minor provides students with a solid foundation for entry into graduate school. Can you provide more information on the kinds of graduate programs that your alumni pursue?
- The first sentence of the last paragraph of section 2.1 begins "Lastly, as has been shown in multiple studies...", but no references are provided. Can you please include some references to support your statement?

Commented [I5]: The department has been fighting for years regarding this topic, since class sizes particularly affect the ability to teach language classes. LANC Faculty members agreed that we should mention it in our Program Review, as it's been a recurrent issue/battle.

Commented [I6]: Removed.

Commented [I7]: The phrasing has been modified (page 15).

The only instructors who can evaluate these courses were not responsive. They did not answer any emails we sent.

Yes, only the instructors who have taught these courses before can review them, as nobody else in the department have an idea of the content of these courses.

Commented [I8]: If I can have access to the CLOs of 1100 and 1101 language courses (they are not part of the Minor, so they were not provided), it will be easy to show that PLO #3 is introduced in these courses, yes. Their title itself is "French/Spanish/etc. for beginner", which introduce the basics (acquired after taking 1100 and 1101) to be able to develop PLO #3.

Commented [I9]: I understand your point. However, I have followed the template and I have written recommendations where we were asked to do so. I was also asked to keep the document succinct, so I thought repeating recommendations over and over was not necessary, as chapter 6 explains them all. Some recommendations are also linked to many sections.

In each recommendations, chapter 6, I made sure to refer to previous sections and chapters to point our rationales.

Commented [I10]: We have not been provided any data regarding this information. We do not know what graduate programs our Alumni pursue.

This sentence only expresses that oral and written skills are important skills when pursuing graduate studies. This applies to many many graduate programs.

Commented [I11]: References has been added.

Section 2.2:

- Regarding the development of the PLOs, you write that "we gathered these competencies into "buckets" which represent larger skills." In Appendix B, are the vertical columns the "buckets" you refer to? If so, why are they different for the three types of competency (industry, future studies, and enriched civic and personal life)? In particular, I notice that there is no "management and entrepreneurial" column in the "industry" category, though it seems like that is where it would be most relevant.

Commented [I12]: There was "Management" and "Entrepreneurial" in the industry category, but it was simply gathered differently, in 2 separate columns. I fixed it. Appendix B should be uniform and you should see "management and entrepreneurial" column in all 3 (industry, future studies, and enriched civic...)

Section 2.3:

- In the "Oral skills" part of section 2.3, you write "According to research, the optimal class size for languages is 16". Please provide a reference in support of this statement.
- Recommendations are often not worded strongly, which gives the impression you are not convinced of their importance or necessity. For example, at the end of the Personal Management & Entrepreneurial Skills section, you write "We might also recommend increasing work-related opportunities for students". There are other similar examples (in section 2.3 as well as other sections). In this example, to strengthen the wording, you could just remove the words "might".
- Another example is in the oral skills section where you write "Thus, many would like the language requirement of our Minor to increase to 6 credits instead of 3." This is not worded explicitly as a recommendation, but I notice that this is one of the recommendations listed in chapter 6. It should also be made clear in chapter 2 that it is a recommendation.
- At the end of the Citizenship and Global Perspective section, you write "The existing four to eight-week program...". Which program are you referring to?

Commented [I13]: I added references.

Commented [I14]: I have removed "might" everywhere this applies.

Commented [I15]: I have changed the wordings.

Commented [I16]: Details have been added (page 14).

Section 2.4:

- I think the "Course Mix" section could be made clearer if it was broken into subsections. For example, there could be subsections titled "Gap Analysis" and "Prerequisite Analysis". Other subsections/subheadings may also be appropriate.
- Near the beginning of the section you write that two courses were not evaluated "because neither faculty member who can respectively evaluate these courses has answered any of our emails". While it may be true, I don't know if such a statement is helpful in the context of this report. Perhaps word it differently so that it sounds less accusatory? Maybe something like "...due to lack of input from the relevant faculty members"?
- You write "Thirdly, some CLOs seem loosely connected to the outcomes of the program". It would be good to identify which CLOs in which courses you are referring to. Or you could give a few examples (rather than list them all if there are a lot of them).

Commented [I17]: Done.

Commented [I18]: Wording has been changed.

Commented [I19]: The paragraph already cites these CLOs : "writing well-developed essays" and "analyzing discussions or debates or reports".

I added in which courses we see these CLOs, for more details.

Reviewer #3:

Alumni name is mentioned o page 7



SENATE STANDING COMMITTEE ON PROGRAM REVIEW
Reviewers' Comments: Self-Study Report

CHAPTER 3: Program Relevance and Student Demand

Criteria: This chapter adequately assesses program's relevance, faculty qualifications and currency, connections to the discipline/sector, and student demand.

Standard: The Chapter contains data-supported assessments and recommendations.

THE CHAPTER:

☒ **Meets the Standard**

Additional Comments (if necessary):

Reviewer #1:

It is curious to see the differing views between alumni and faculty with regard to the program's value for career preparedness

Faculty appear to take issue with students' inability to become proficient in a language. Knowing the immensity of such a task, I'm left wondering if this is an unrealistic expectation in a program of this length and depth

Participation in culture-related festivals and other community-based events (p.25) is an excellent idea

Reviewer #3:

What survey is this information is coming from?

Is it appropriate to indicate that the numbers quoted are coming from respondents, rather than "student/Alumni" surveyed?

☒ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

Reviewer #2:

In general, it would be helpful if you could refer the reader to the relevant appendices when citing data or survey results.

Section 3.1:

- When discussing the less frequent offering of upper-level courses, you write "It is obviously impossible to attain PLOs when the courses that lead to those objectives are not accessible". I may be mistaken, but this suggests to me that, depending on which courses they take, students can complete the minor without encountering some of the PLOs. Is that the case? If so, should there be an effort to ensure that regardless of which courses students choose to do to fulfill the minor requirements, all PLOs will have been met somewhere along the way?
- Regarding connections to the discipline sector, 43% of respondents are satisfied with opportunities to stay connected to the program and 43% are neutral. You write "Respondents, however, provided no suggestions for how we might improve the situation". This suggests you think it could be improved – if so, should investigating this be one of your recommendations?

Section 3.2:

- See my comment on chapter 1 regarding referring to NR1 and NR2 faculty as "visiting".

Commented [I20]: The Self-Study mentions this, page 16: "Courses that "advance" PLO #1, #2, #3 and #7 are not adequately addressed. This might seem normal regarding PLOs #2 and #7, which are the more complex PLOs of the program. Advancing complex PLOs is hard within a Minor program, for obvious reasons."

PLO #3 is not complex. It is at the core of one element of the Minor: expectations are for students to attain an intermediate level in a language.

With only 3 credits in a language, it becomes difficult to think that students can attain an intermediate level. This is why we recommended to increase the language requirement for the Minor, which was originally 6 credits but has been lowered to 3.

Commented [I21]: I added information about the surveys at the beginning of chapter 3.

Commented [I22]: I have modified the wording of this statement (page 19). You are right, it did imply what you pointed out, and it was not intended this way.

Commented [I23]: There was a section in the surveys where respondents could leave ideas for improvement. It was left empty in this survey and that fact was reported in the Self-Study, while it is not necessary.

I removed this sentence.



SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Reviewers' Comments: Self-Study Report

Section 3.3:

- On the second page of this section, you write "If a second, or third year course in any language does not fulfill the current cap size it is cancelled by administration (with some exceptions¹)". Do you mean sections are cancelled if they don't have all seats filled? e.g. would a section be cancelled if it had 32 students instead of the maximum of 35? I had a look at enrollments of some LANC and language courses for this semester and saw several that have enrollments significantly below the cap, suggesting they are not isolated exceptions, which you seem to imply. (If I misunderstood what you wrote, then perhaps it could be clarified.)

Commented [I24]: This section was, indeed, not clear. I added more details (page 25).

Courses are cancelled if they don't fill at 50% for a semester or 2. I added examples in the self-study.

CHAPTER 4: Effectiveness of Instructional Delivery

Criteria: This chapter adequately examines the effectiveness of the instructional design and delivery of the program and student success.

Standard: The Chapter contains data-supported assessments and recommendations.

THE CHAPTER:

☒ Meets the Standard

Additional Comments (if necessary):

Reviewer #1:

Impressive suite of experiential learning activities!

I appreciate the candor with which the problems with progression have been articulated

Reviewer 2:

This chapter is good. Just a few comments:

- Note that names should not be mentioned in the self-study report (a student's name is mentioned in the "Study Abroad" section).
- In the paragraph on Essential Skills, you write about the weaker survey results for leadership, numeracy, and technical skills, though you point out that faculty rated leadership skills quite well. I don't see numeracy and technical skills mentioned in the recommendations – can you provide a rationale for not addressing them?
- In the section on diverse learners, you mention that there is a need for "investigation as to how we can better ensure students' emotional and physical safety". Although it is covered in chapter 6, it would be good to expand more on that in this chapter.

Commented [I25]: Removed.

Commented [I26]: Rationale has been added (page 29-30).

Commented [I27]: We are not able to expand on this topic because only one question in the survey addresses this issue. Hence more investigation and information is needed especially since the score was lower.

☒ Requires Further Action to Meet the Standard

Further Action Required for this Chapter to Meet the Standard:

Reviewer #3:

Page 28 identified a student by name.

Commented [I28]: Removed.



SENATE STANDING COMMITTEE ON PROGRAM REVIEW
Reviewers' Comments: Self-Study Report

CHAPTER 5: Resources, Services and Facilities

Criteria: This chapter adequately assesses program's resources, services, and facilities from both the student and faculty perspective.

Standard: The Chapter contains data-supported assessments and recommendations.

THE CHAPTER:

☒ **Meets the Standard**

Additional Comments (if necessary):

Reviewer #2:

Overall, this chapter is good. Just a couple of comments:

- In two places, you mention that a "quick survey" of faculty was performed and you present some of the results regarding technology and facilities. Can you please include a brief description of when and how the survey was conducted?
- You also report that faculty "reported that the current designated conversation lab rooms are not spacious enough and larger rooms are needed". I don't see this in the faculty survey results in the appendix (though I may have missed it) – is it from the "quick survey"?

Commented [I29]: Description added (page 37).

☐ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

[Click here to enter text.](#)

CHAPTER 6: Conclusions and Recommendations

Criterion: This chapter summarizes the conclusions drawn from the evidence gathered in the program review.

Standard: The Chapter contains data-supported recommendations.

THE CHAPTER:

☒ Meets the Standard

Additional Comments (if necessary):

Reviewer #1:

I appreciate the candor in the "Weaknesses" section of 6.1

Recommendation #1 (CR): does "work-related opportunities" mean work-integrated learning?

Recommendations 2-4 involve adding in courses but it would be helpful to consider what will be removed from the curriculum in order to create room and resources for new courses.

Recommendation #1 (Program Relevance): It would be helpful to consider what will be removed from the curriculum in order to create room and resources for the new sections that are listed. Also, it's not clear to me why online teaching is specified in this recommendation.

Recommendation #6: Class sizes are a collective bargaining matter so I question their value as recommendations

Commented [I30]: It means any opportunities that could lead students to get contacts with future employers or to perform tasks that will be very similar to a real-life working environment.

Commented [I31]: These are very legitimate questions which would necessitate meetings with LANC faculty members.

Commented [I32]: We don't see it as a recommendation but as a space to better and improve our teaching using these new acquired tools and that is why it is under "opportunities". I rephrased it to make it more clear (page 40).

Commented [I33]: It has been removed. However, I left comments about this topic in one previous section, as our faculty members thought it is important to keep mentioning this recurrent issue.

Commented [I34]: I have modified all recommendations related to this aspect.

Commented [I35]: Done.

Commented [I36]: I added it (page 44).

☒ Requires Further Action to Meet the Standard

Further Action Required for this Chapter to Meet the Standard:

Reviewer #2:

The summaries of strengths, weaknesses, opportunities, and challenges is very good.

I have several comments regarding the recommendations:

- For recommendations that are not directly in the control of faculty (e.g. increasing the number of courses and sections offered, and reducing class sizes) you need to state that you will seek the relevant support from the institution. From the guide: "It is also important to focus on actions within the control of the program; if action is required from elsewhere in the institution, the recommendation should be about the program seeking the relevant support from the institution."
- Some recommendations contain multiple items that might be best separated. I think that would make it easier when it comes to working on the QA plan and it will also help ensure you don't lose sight of some of the recommendations. For example, I suggest separating the first recommendation into one for each of the skills mentioned, as they may each require their own action plan. Similarly, I think it would be good to split the fourth recommendation under Resources, Services and Facilities into two (one for the conversation labs and one for the study room).
- I really like the recommendation to offer courses (or even informal classes) in the Halq'eméylem language. I think that would be a great way for KPU to support local Indigenous language and culture. If you think it would be useful to connect with the new Indigenous Studies department about this, perhaps they could be added to the list of departments that you suggest collaborating with? (I note that the Dean mentions that there is a faculty member working in both LANC and INDG.)



SENATE STANDING COMMITTEE ON PROGRAM REVIEW
Reviewers' Comments: Self-Study 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 #)
7 – Recast the first sentence in 1.4 for clarity and syntax: “One change everyone experienced in post-secondary education is the possibility of online education.”
7 – I’m unsure of the meaning of the very “rounded” in the first paragraph of 1.4
7 – Use upper case for “indigenize”
7 – Section 1.4 cites “13 different mini areas” while 1.1 describes “eight different specialties”. I’m unclear as to the relationship between these two divisions.
8 – Begin sentences with “First-year” and “Second-year” rather than “1 st -year” and “2 nd -year”
10 – Rather than stating that “ ... effective communication ... <i>seems</i> essential” simply state that it <i>is</i> essential
12- “must develop and intercultural competence plan” ... should be “ <i>an</i> intercultural ...”
40 – “...representatives attest a labor...” should be “representatives attest to a <i>labour</i> ...”

- Commented [I37]: Done.
- Commented [I38]: Modified.
- Commented [I39]: Done.
- Commented [I40]: I added details in section 1.1.
- Commented [I41]: Done.
- Commented [I42]: Done.
- Commented [I43]: Done.

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Agenda Item: 5.3

Meeting Date: November 23, 2022

Presenters: Briar Schulz, Maureen Lee,
Billeh Nickerson, Shelley Boyd

Agenda Item Counselling Second Annual Follow-Up Report

Action Requested	Motion
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Recommended Resolution	THAT the Senate Standing Committee on Program Review accept the Counselling Second Annual Follow-Up Report as attached.
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Senate Standing Committee Report For Senate Office Use Only

Attachments Counselling Second Annual Follow-Up Report

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

Date submitted *November 2, 2022*



CNPS Annual Follow-Up Report

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

Date of External Review Site Visit: October 31, 2019

Date Quality Assurance Plan approved by SSCPR: October 28, 2020

Date Annual Follow-Up Report submitted: Sept 25, 2021; Revision submitted: Oct 14, 2021, November 1st, 2022

Second Progress Report: November 1, 2022

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

STRATEGY 1: Expand the number of faculty members and build a stable core of regular faculty who are engaged in practice and/or have had extensive background in practice.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: Expand course offerings while increasing accessibility.

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
The Dean has approved the addition of a 50% Regular Counselling Faculty position.	CNPS Search Committee	Sept. 2020	Nov. 2020	Complete: Hire for 50% Regular Faculty, Dr. Erin Thrift, completed in Nov 2020. Dr. Thrift began January 2021. This hire met background/practice requirements (Registered Clinical Counsellor; experience in practice and extensive scholarship/counselling research background).

CNPS Annual Follow-Up Report

STRATEGY 2: Extend participation options for the current suite of courses to be available to other allied disciplines (e.g., nursing, human resources within business programs) through portable minors

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: Expand course offerings while increasing accessibility.

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
To meet with allied disciplines within Faculties to determine appropriateness of the Minor for their students through portable Minors (Faculty Academic Advisors, Departmental Chairs, and Faculty Councils)	Faith Auton-Cuff	Nov. 2019	Dec. 2022	<p>In Progress:</p> <p>Dr. Auton-Cuff retired in 2021. Prior to retirement Dr. Auton-Cuff reported she had conversations with Nursing who had expressed interest in portable minors.</p> <p>Dr. Hickinbottom will review programs that may be suitable and set up appropriate meetings with educational advisors and departments over this academic year (2021-2022).</p> <p>Dr. Briar Schulz will meet with Nursing to continue the conversation about portable minors and approach Dr. Shelley Boyd for further direction.</p>
To explore with the Dean of Arts, Senior Administration and Facilities the possibility of repurposing existing space (e.g., at the Langley Campus) to construct two-way mirrors between at least two of the larger classroom spaces.	Faith Auton-Cuff, Briar Schulz	Jan. 2021	Sept. 2022	<p>Complete: The CNPS Faculty has determined that this will not be pursued at this time. The CNPS program is housed at the Surrey campus and has high demand. Students and faculty would like the program to remain at the Surrey campus.</p>

CNPS Annual Follow-Up Report

To explore with the Dean of Arts the feasibility and purchase of camera-ready recording devices in each small room to be used for counselling practice courses requiring recording (standard practice) and supervision in repurposed existing spaces on the Langley Campus.	Faith Auton-Cuff, Briar Schulz	Jan. 2021	Sept. 2022	Complete: The CNPS Faculty has determined that this will not be pursued at this time. The CNPS program is housed at the Surrey campus and has high demand. Students and faculty would like the program to remain at the Surrey campus.
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STRATEGY 3: Ensure that a minimum one year of CNPS course offerings plan is available to students via the Counselling program website to facilitate more efficient course planning.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: Expand course offerings while increasing accessibility.

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
Ensure EDST website is regularly updated with department's educational plan for the year.	Chair, Department Assistant	Jan. 2021	Complete/Continually Ongoing	Complete and Ongoing. CNPS course offerings for the following year are published on website on a rolling basis (i.e. two future semester's offering are published at all times).

CNPS Annual Follow-Up Report

STRATEGY 4: Remove EDUC 1100 as a requirement from the Counselling Minor given that students frequently declare the Minor in their third or fourth year when the content of EDUC 1100, a course focused on first year transitions, is no longer relevant to them.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: Engage in curriculum review/revisions and informed educational planning

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
Submit revision to Faculty of Arts Curriculum Committee for approval	EDST Curriculum Committee Representative	March, 2020	March, 2020	Complete: EDUC 1100 was successfully removed from the Minor at the March 2020 Faculty of Arts committee.

STRATEGY 5: Regular curricular review, revision and educational planning

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: Engage in curriculum review/revisions and informed educational planning

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
Meet to engage in a full review of course curriculum to provide a logical sequence of the goals and outcomes of the program, with regular, yearly meetings thereafter to review delivery methods (e.g., in person, online, hybrid) and to continually ensure the inclusion of	CNPS Faculty	Jan. 2021	Complete April 2022 Ongoing/Yearly Meetings	Complete/Ongoing: Met and reviewed curriculum and desired changes in April 2022. CNPS Faculty agreed on the following changes: - Change CNPS 3330 Cultural Considerations in Counselling from elective to a mandatory course.

<p>appropriate experiential components and culturally responsive pedagogy and up-to-date course content.</p>				<ul style="list-style-type: none"> - Change CNPS 4310 Reflective Practice from mandatory to elective. - Change prerequisite for CNPS 4310 from CNPS 3310 Theories to CNPS 3330: Cultural considerations. - Explore more elective possibilities through special topics courses (4000 level courses) to address areas and students we are not currently serving (critical psychology, research, practicum components) <p>We have been advised to hold on making any of these changes at this time as there has been a significant shift with curriculum outlines moving from Sharepoint to Courseleaf. The Dept Chair and Associate Dean advised that we needed to hold on any major curriculum changes at this time. Faculty will continue to monitor curriculum committee progress and timelines as the transition to Courseleaf is implemented. We will continue to work on revising our proposed curriculum changes with decisions finalized by December 2023.</p> <p>The special topics course outline will be completed by January 2023, and the Dept Chair will be drafting a proposed outline of course offerings for the next two years. We will then submit proposed curriculum changes to ASCC for March 2024.</p> <p>Next CNPS curriculum meeting will take place Spring 2023.</p>
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CNPS Annual Follow-Up Report

Survey students regarding preferences for course delivery methods (e.g., fully online, in person, hybrid) for each of the courses in the program.	Sarah Hickinbottom and EDST Departmental Assistant	Mar. 2021	Mar. 2021 Complete/Continually Ongoing	Complete/Ongoing: Based on the university wide study regarding course delivery, we now offer multiple modes of course delivery for the 3000 level courses (in-person, hybrid, and fully online). 4000 level courses are highly experiential and require in person or hybrid. CNPS continues to take direction from the university more broadly on this issue with respect to the changing environment of the pandemic and student's shifting needs & preferences.
Examine prerequisites and co-requisites for courses, and review which courses should be mandatory, elective, and added (i.e., Special Topics).	CNPS Faculty	Immediately	Dec. 2020, April 2022 Ongoing	Complete/Ongoing: CNPS Faculty met to review these issues in Dec 2020 and again April 2022. To reiterate, it was agreed to: <ul style="list-style-type: none"> - Change CNPS 3330 Cultural Considerations in Counselling from elective to a mandatory course. - Change CNPS 4310 Reflective Practice from mandatory to elective. - Change prerequisite for CNPS 4310 from CNPS 3310 Theories to CNPS 3330: Cultural considerations. - Explore more elective possibilities through special topics courses (4000 level courses) to address areas and students we are not currently serving (critical psychology, research, practicum components)

CNPS Annual Follow-Up Report

				<p>We have been advised to hold on making any of these changes at this time as there has been a significant shift with curriculum outlines moving from Sharepoint to Courseleaf. We were advised by our Dept Chair, and Associate Dean that we needed to hold on any major curriculum changes at this time. Faculty will continue to monitor curriculum committee progress and timelines as the transition to Courseleaf is implemented. We will continue to work on revising our proposed curriculum changes with decisions finalized by December 2023. The special topics course outline will be completed by January 2023, and the Dept Chair will be drafting a proposed outline of course offerings for the next two years. We will then submit proposed curriculum changes to ASCC for March 2024.</p> <p>Next CNPS curriculum meeting will take place Spring 2023.</p>
If necessary, bring changes to curriculum committee through to Senate Curriculum for approval	EDST Curriculum Representative	Feb. 2021	May 2021	N/A
Explore the inclusion of additional experiential components in course review and revision	CNPS Faculty	Immediately	Dec. 2020 Ongoing	<p>Complete and Ongoing: With the exception of the Theories course, all courses have, and always have had, experiential components. Upper division courses are primarily experiential. We meet once a year to review and make modifications, adjustments throughout the program and are continually looking to integrate experiential elements.</p>

CNPS Annual Follow-Up Report

				Following the end of Covid-19 restrictions and the return to in-person instruction, Faculty have met in April 2022 to review instructional practices (in particular with a new faculty member) to ensure inclusion of experiential learning when designing delivery of 4300 and 4310. Experiential learning will continue to be discussed during department meetings as well as at the next CNPS curriculum meeting in Spring 2023.
Revise course outlines to align directly with the new BA framework core competencies once the framework is approved (as necessary)	CNPS Faculty	April 2022	Dec. 2023	Lack of Progress: We have been advised that any curriculum updates should be submitted as a package to ASCC. As there has been a significant shift with curriculum outlines moving from Sharepoint to Courseleaf, we were advised by our Dept Chair and Associate Dean to hold on any major curriculum changes at this time. Faculty will continue to monitor curriculum committee progress and timelines as the transition to Courseleaf is implemented. We will continue to work on revising our proposed curriculum changes with decisions finalized by December 2023.
Increase offerings of high demand courses (specifically CNPS 3310)	EDST Department	Immediately	Sept. 2020	Complete: CNPS increased offerings of CNPS 3310 in September 2020 to meet demand. The Department Chair decided that due to our hiring/instability of core faculty, there was a need to temporarily slow demand for the program, and consequently reduced the offerings temporarily. CNPS has now increased sections of CNPS 3310. At the time of the initial program review we offered 4 sections a year. There are now 7 sections a year offered.

STRATEGY 6: Inclusion of ePortfolios in appropriate counselling courses (e.g., CNPS 4310 Reflective Practitioner, CNPS 3330 Cultural Considerations) as a means to support the development of students’ digital literacy.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: Engage in curriculum review/revisions and informed educational planning

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
“Pilot” the inclusion of ePortfolios in CNPS 4310 The Reflective Practitioner	Faith Auton-Cuff	Sept. 2020	Dec. 2020	Complete: Dr. Auton-Cuff piloted the inclusion of Pebble Pad
Evaluate the “pilot” using instructor and student feedback	Faith Auton-Cuff	Dec. 2020	Jan. 2023	In Progress: Dr Schulz and new hire will review and evaluate by Jan 2023 based on multiple semesters of use that include their experience with the platform in order to ensure the faculty teaching the course have a voice in whether to adopt this platform.

STRATEGY 7: Develop Counselling External Advisory Board consisting of alumni, professionals, industry representatives on labour market trends, and key attributes and skills desired in new graduates that will also increase awareness in the community of KPU's BA Minor in Counselling program.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: Explore the addition of workplace, service learning, applied experiential learning opportunities through building stronger internal and external partnerships.

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
Identify and invite internal and external community stakeholders who could be potential community advisory board members serving CNPS (alumni, professionals, industry representatives)	Briar Schulz	Jan. 2021	Jan 2023	In Progress: Dr. Schulz submitted terms of reference to the Deans office in April 2021. A response to this was put on hold initially by the Dean as there was a new policy being developed around PACs. A new term of reference reflecting current dates has been submitted by Dr Schulz on September 9 th , 2022 and we are awaiting approval of these by the Dean's office. Additionally, the CNPS faculty have begun drafting some possible names of community stakeholders that could be approached for membership on the PAC
Schedule and hold Community Advisory Board meetings twice each year.	Briar Schulz	June 2021	June 2023 Ongoing	On hold: Pending Dean approval of PAC terms of reference

STRATEGY 8: Explore external expansion of the current minor using the same suite of courses to engage potential markets outside of current KPU students

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: Explore the addition of workplace, service learning, applied experiential learning opportunities through building stronger internal and external partnerships; expanding diversity of student population.

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 feasibility of offering a Counselling Stream, Post-Baccalaureate Diploma, and/or Graduate Certificate in Counselling.	CNPS Faculty	Jan. 2021	Dec. 2022	Ongoing: CNPS Faculty met to discuss this possibility, and also discussed with the Associate Dean and Dean. The reality of Counselling is that the only post-graduate degree that is considered worthwhile is a Masters Degree. The context of these programs in public universities in BC is that they can lose money due to the structure of the program required for professional registration. They are also tremendously challenging to run based on the additional staff needed for practicum placements and supervision. As a program that currently just working to achieve consistency in terms of our Faculty members, it was determined that we are not in a place to pursue the development of a Masters program at this time. However, we are continuing conversations with Administration to gain support for the possibility of expanding our program with graduate certificates and other graduate studies that

CNPS Annual Follow-Up Report

				would support mature students, students who are interested in increasing their credentials (e.g. teachers), and students wanting to gain the necessary pre-requisites to gain entry into Masters programs in counselling at other universities.
Depending on the decision reached, follow the necessary steps for Program Development	CNPS Faculty	Sept. 2021	TBA	<i>To be revisited in Summer 2023</i>
Depending on decision reached, target marketing towards more mature demographic (postgraduate students; mid-life career change).	CNPS Faculty	Sept. 2022	TBA	<i>To be revisited in Summer 2023</i>



SENATE STANDING COMMITTEE ON PROGRAM REVIEW
Reviewers' Comments: Annual Follow-Up Report

PROGRAM UNDER REVIEW: Minor in Counselling

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: Overall, this report shows that there have been many changes in the program with more changes desired. Multiple factors have made progress low on some fronts. However, the faculty has considered all of the factors and is continuing to move forward in areas that show promise for the program. The report is generally in good shape, but needs a few dates filled in.

Reviewer #2:

The Second Annual Follow-Up Report demonstrates clear progress in actions regarding short-term, mid-term and long-term goals. It provides definite timetable to adequately address these strategic goals. Some difficulties in progress are explicit with clear rationale. The timeline to address these matters are also listed.

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
p. 3	The document states that 2 future semesters will be included at all times on the website. Checking this I found only one future semester, Spring 2023. If it is not possible to put 2 on the website, the report should be changed to say only one future semester will be included.
Page 4, 6, 7, strategy 5, one issue "one key faculty member is currently on Ed leave. The plan is, therefore, to revisit our proposed curriculum changes ... when all core faculty are present" recurs three times. Why lacking of one key faculty members has affected the progress heavily? Why no appropriate substitute can address this issue? When will this key faculty return back to the position?	Clarification and solution are suggested.

Commented [ML1]: The website has been updated to show Spring and Summer 2023
<https://www.kpu.ca/arts/edst/future-course-offerings>

Commented [ML2]: Thank you for pointing out this discrepancy. The absence of the faculty member is not the main reason for the delay and this reason has been removed from the report since the current faculty is continuing to monitor and work on the curriculum changes in the member's absence. The faculty member is returning in September and will be present as we finalize the changes.

The report now reads:
Faculty will continue to monitor curriculum committee progress and timelines as the transition to Courseleaf is implemented. We will continue to work on revising our proposed curriculum changes with decisions finalized by December 2023.



SENATE STANDING COMMITTEE ON PROGRAM REVIEW
Reviewers' Comments: Annual Follow-Up Report

Issue (page #)	Suggested Action
Page 7, strategy 5, the completion date of this action "Explore the inclusion of additional experiential components in course review and revision" exceeds two years. However, the rationale indicates "We meet once a year to review and make modifications...". Is there any review or action completed in 2021, or 2022?	Clarification is suggested.
Page 7, strategy 5, regarding "Revise course outlines to align directly with the new BA framework core competencies once the framework is approved", the start and complete dates are both not provided.	Both dates are suggested to be added.
Page 8, strategy 6, the action "Evaluate the pilot using instructor and student feedback" is in progress, however, the complete date is in 2021.	A proper date is required.
Page 9, strategy 7, the action "Schedule and hold Community Advisory Board meetings twice each year" is on hold, however, the complete date is ongoing.	A proper date is required.

Commented [ML3]: In person learning was not the focus of 2021 because of remote learning due to the global pandemic. However, the department has met since the return to in-person instruction in 2022. "ongoing" has been added to the completion date and the following rationale has been added:

Following the end of Covid-19 restrictions and the return to in-person instruction, Faculty have met in April 2022 to review instructional practices (in particular with a new faculty member) to ensure inclusion of experiential learning when designing delivery of 4300 and 4310. Experiential learning will continue to be discussed during department meetings as well as at the next CNPS curriculum meeting in Spring 2023.

Commented [ML4]: Dates have now been added. Start April 2022. Completed December 2023.

Commented [ML5]: Changed to Jan. 2023

Commented [ML6]: Added: June 2023

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 #)
p. 6 There is a small typo at the bottom of the page. It now reads "Spring 202" and should read "Spring 2023".

Commented [ML7]: Corrected

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Agenda Item: 5.4

Meeting Date: November 23, 2022

Presenters: Lindsay Norris, Andhra Goundrey

Agenda Item **Product Design First Annual Follow-Up Report**

Action Requested	Motion
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Recommended Resolution	THAT the Senate Standing Committee on Program Review accept the Product Design First Annual Follow-Up Report as attached.
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Senate Standing Committee Report For Senate Office Use Only

Attachments Product Design First Annual Follow-Up Report

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

Date submitted *November 2, 2022*



Product Design First Annual Follow-Up Report

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

Date of External Review Site Visit: February 24 & 25, 2021

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

Date First Annual Follow-Up Report submitted: November 2, 2022

First Progress Report

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGAN: January 2022

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

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 1:** To update our core program framework

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
Strike a committee to develop new curricular framework development	Chair or Team member with Time release for this phase	01/22	01/22	Completed January 2022. A committee working group was created consisting of product design faculty members: Sue Fairburn, Stephanie Phillips, Iryna Karaush, Lindsay Norris, Flavio Oliveras and Victor Martinez.
Complete framework that will then guide the curricular and assessment development in Strategy # 2 (curriculum development)	Committee of faculty members: Sue Fairburn, Stephanie Phillips, Iryna Karaush, Lindsay Norris, Flavio Oliveras and Victor Martinez.	01/22	05/22	Completed May 2022. The group committee of faculty developed the program's core competencies cross referencing with industry's required competencies. The program was lacking Program Learning Outcomes, therefore, based on the developed core competencies with the support of the T&L team created 10 PLOs. These PLOs reflect the character of an adaptable program framework that responds to current and future changing industry and student needs. <u>The committee is currently developing the circular contents and framework that will guide the the development of the assessment structure.</u>

Product Design First Annual Follow-Up Report

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

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 2:** To update our core course / curricular 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
Develop updated course content, and assessment formats that align with the laddering frameworks from strategy 1 with faculty	Chair & <u>Committee of Faculty</u>	01/22	09/22	Completed September 2022.
Present updated course outlines, discuss, recommendations, and approve at WSD curriculum committee	Chair & <u>Committee of faculty</u>	12/22	12/22	Currently in development. Course outlines <u>for the 8th Design Studios</u> will be presented at WSD curriculum committee November 16 th , 2022, and <u>the rest of the courses by</u> December 7 th , 2022, so full package <u>is should be</u> complete <u>in by</u> December 2022, therefore, approval for submission to SSCC for January 2023.
Present and approve at SSCC	<u>Chair & Committee Chair & Committee of faculty</u>	01/23	01/23	On track for submission to SSCC for January 2023.
Present and approve at senate	<u>Chair & Committee Chair & Committee of faculty</u>	02/23	04/23	On track for submission to senate for April 2023.
Update website and marketing materials to reflect curriculum changes for Fall 2023 cohort	Chair, Dean's office, and Program Assistant	Fall 2022	Spring 2023	On track to update website and marketing materials to reflect curriculum changes for Fall 2023 cohort this Spring 2023 once all changes are approved at Senate April 2023.

Product Design First Annual Follow-Up Report

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

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 3:** To reorganize the program model to enhance work-integrated/experiential learning, inter-disciplinary and global opportunities.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Explore sourcing options to create a position for “External Liaison”: Some strong themes and specific ideas emerged that support the need to enhance experiential learning. Product Design currently incorporates industry-based projects into several of its courses every semester but would greatly benefit from the development of an Industry Liaison position that would facilitate a strategic and targeted approach to connections to further facilitate these key projects for both faculty and students.	Chair and Faculty committee <u>Chair & Committee of faculty</u>	01/22	09/22 <u>04/23</u>	In progress as there has been new opportunities that will directly connect to this strategy. In May 2022, KPU appointed Stephanie Phillips as the Sherman Jen Research Chair in Next-Generation Design. Then the WSD received The Natural Sciences and Engineering Research Council of Canada grant which was announced Oct. 14. The Wilson School of Design plans to establish an applied design research centre dedicated to meeting the innovation needs of industry partners. There is further strategic planning that needs to happen based on the above achievements of the WSD, and Product Design faculty that directly relates to what the “External Liaison” position will be, and whether this will be a WSD or Product Design specific position. The Chair and Faculty committee <u>committee of faculty</u> is <u>are</u> currently working with the WSD Dean, Research Chair, and team . This will be finalized by 4/23
Develop a rotating Special Topic course for Product Design: there is strong support for a special topic course that would enhance and focus on current industry experiential learning from industry and the advisory committee. This would allow the program to have a shell course to quickly respond to the current trends/global issue/innovation.	Chair and Faculty committee with External Liaison <u>Chair & Committee of faculty</u>	01/22	9/22	Completed September 2022. Course outlines will be presented at WSD curriculum committee November 16 th , 2022, and December 7 th , 2022, in for approval for submission to SSCC for January 2023.
Identify and establish a complement of new industry experiences, field schools, and community engagement				Currently in progress and development.

Product Design First Annual Follow-Up Report

projects: Given that opportunity for employment and collaboration are global, our program needs to be comparable to relevant and recognized design institutions on the international scale.	Chair and External Liaison Chair & Committee of faculty	09/22	01/27	<p>With the new opportunities such as the newly appointed Sherman Jen Research Chair in Next-Generation Design, the WSD receiving The Natural Sciences and Engineering Research Council of Canada grant there is further strategic planning that needs to happen.</p> <p>The Chair and faculty-committee <u>committee of faculty</u> has currently completed curricular changes that identify a restructuring of all design studios that will incorporate a more diversified experience for students and increase the number of opportunities for collaboration with industry and community partners.</p> <p>The Chair and Faculty-committee <u>committee of faculty</u> is currently working with the WSD Dean, Research Chair, and team to further explore how to incorporate and build on these new opportunities to enhance this strategy. This will happen in several steps and be finalized by 1/27</p>
Explore the option of a Co-op program for Product Design: Industry and the advisory committee propose to replace the current 80-hour unpaid practicum format with a co-op opportunity	reREv <u>Chair & Committee of faculty</u>	09/22	01/25	<p>Currently in progress and development.</p> <p>The Chair and Faculty-committee <u>committee of faculty</u> is currently working with the WSD Dean, several WSD programs, and other KPU co-op programs to explore opportunities, and best practices. This will happen in several steps and is on target to be finalized by 1/25</p>
Develop a circular program plan that would cover the breath of what was explored to be the best option for the program in the future regarding Co-op, practicum and or internship moving forward. Industry, and the advisory committee, have mentioned that Product Design at KPU as we are getting our name out there, more can be done.	Chair and External Liaison Chair & Committee of faculty	09/22	04/25	<p>Currently in progress and development.</p> <p>For the moment in the changes to the program identified, in particular the restructuring of the design studios, there is space for greater flexibility to engage with even more diverse industry in the form of in-course projects. <u>Furthermore, the existing “Industry experience” course is proposed to be extended to be a 6-credit course, giving the student double the time for internships.</u> This can be used to leverage even further the program’s reputation and assist in the option for a co-op outlines several other strategies. This is on target to be finalized 04/25.</p>

Product Design First Annual Follow-Up Report

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

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 4:** To instill a desire for further skills, theories, and education in our students and further develop pathways to graduate studies.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Develop intentional feedback with individual students highlighting academic potential	Chair and Faculty Chair & Committee of faculty	04/22	04/23	Currently in progress and development. The Chair and Faculty committee <u>committee of faculty</u> is currently developing strategies for completion of by April 2023 for the implementation for on Fall 2023.
Create a culture of communication regarding academic studies (be transparent on how to be a life-long learner by sharing our own experiences)	Chair and Faculty Chair & Committee of faculty	04/22	04/23	Currently in progress and development. Strategies <u>such as in class discussions to explore graduate program options, research, publication path and competitions</u> were incorporated starting in the 4 th year final capstone project this fall 2022 and continuing this spring 2023 term. Further work needs to be done to incorporate it in other years. This is being achieved by the exciting new opportunities such as the newly appointed Sherman Jen Research Chair in Next-Generation Design, and with WSD receiving The Natural Sciences and Engineering Research Council of Canada grant. Students have received opportunities to attend presentations on research opportunities for students the Chair and Faculty committee <u>committee of faculty</u> is currently developing strategies for further integration for completion of April 2023 for the full implementation for Fall 2023.
Develop within the curriculum self-auditing practices as well as laddering of knowledge and skills for job preparedness for instilling a future-oriented career pathway	Chair and Faculty Chair & Committee of faculty	01/22	09/24	Currently in progress and development. This point was discussed during the development of the program PLOs and it is expressed in several of them particularly number 10 th : “Discover and practice teamwork and project management including the various roles and activities

Product Design First Annual Follow-Up Report

				necessary for professional practice.” Based on the PLOs and current course outcomes the current offering was mapped, and several updates and changes were identified. The Chair and Faculty-committee <u>committee of faculty</u> is currently developing strategies and systems for completion for the implementation for on Fall 2024 based on the curricular changes that will be presented at WSD curriculum committee November 16 th , 2022, and December 7 th , 2022, in for approval for submission to SSCC for January 2023.
Highlight current graduate studies fairs in the lower mainland	Chair and Faculty Chair & Committee of faculty	01/22	01/27	The Chair and Faculty-committee <u>committee of faculty</u> is currently working on identifying appropriate fairs to be review yearly for a comprehensive list by January 2027.
Engage in faculty exchange	Chair and Faculty Chair & Committee of faculty	01/24	01/27	Will start January 2024.
Develop partnerships with comparable/compatible institutions for post graduate studies	Chair	01/22	05/24	Currently in progress and development. A list of desirable institutions to build partnerships with has been developed. Next steps to come to is to connect and explore possibilities with WSD Dean and KPU International. On target for completion of May 2024.
Support industry and post graduate further education through CPS and development in Micro credentials	Chair and faculty Chair & Committee of faculty	01/22	05/25	Currently in progress and development. A list of potential CPS course topics has been created by faculty during the program review process. The Chair and Faculty-committee <u>committee of faculty</u> is currently working on identifying appropriate CPS and Micro credentials for further proposal development with SMC.
Explore the viability of our own graduate distinctive program	Chair and faculty committee Chair & Committee of faculty	01/24	01/27	Will start January 2024.

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

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 5:** To be better known in the world of design through engagement with industry, community, and education.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Attain membership in professional societies	Faculty committee with support of the Chair Chair & Committee of faculty	01/22	05/22 05/23	Currently in progress and development. The Chair and Faculty committee committee of faculty is currently working on identifying other appropriate membership in professional societies and have identified that this will be an ongoing process. Victor Martinez is currently a member of the Systemic Design Association
Develop procedures for competition entry and integrate that with curriculum	Faculty committee with support of the Chair Chair & Committee of faculty	05/22	09/22 05/23	Currently in progress and development. A list of renown design competitions has been created, currently working on developing procedures and integrations with program activities based on past competitions entries and placements. The Chair and Faculty committee of faculty have identified that this will be an ongoing process.
Explore sources of external funding to support competition entries for students	Faculty committee with support of the Chair Chair & Committee of faculty	05/22	05/24	Currently in progress and development. The Chair and Faculty committee Committee of faculty is currently developing strategies for completion May 2025.
Explore sources of funding for faculty outreach through faculty exchange and field schools	Faculty committee with support of the Chair Chair & Committee of faculty	05/23	05/26	Will start May 2023.
Create a clear identity and procedures for engagement with external partners	Chair and faculty committee Chair	05/22	01/27	Currently in progress and development.



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	<u>& Committee of faculty</u>			<p>The Chair and Faculty committee <u>committee of faculty</u> is currently developing strategies with the new opportunities such as the newly appointed Sherman Jen Research Chair in Next-Generation Design, <u>and</u> the WSD receiving The Natural Sciences and Engineering Research Council of Canada grant. <u>There have been also conversations about getting involved with institutions such as the Vancouver Economic Commission and Startup incubators such as Foresight and Creative Destruction.</u></p>
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STRATEGY 6: Increase in student recruitment, conversion, and retention

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 6:** To attain program viability by maintaining student intake cohort through quality applicants well matched to the program offering.

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Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Develop a cohesive marketing strategy that highlights our program's specificness by highlighting our student/alumni achievements	Chair, Program Assistant , communication coordinator, and faculty-committee <u>Committee of faculty</u>	03/22	06/22 <u>06/23</u>	Currently in progress and development. <u>The Chair and committee of faculty are currently waiting till the new program changes are approved by senate to finalize the the rest of the marketing strategy. To date Product Design has completed a video that was finalized September 2022 that included alumni and students highlights and achievements.</u>
Explore and develop a market plan that would cover the breath of the program to future industry partners. Industry, and the advisory committee, have mentioned that Product Design at KPU as we are getting our name out there, more can be done to engage in industry and research project.	Chair and External Liaison <u>Chair & Committee of faculty</u>	01/23	01/27	Will start January 2023.
Work closely with International to develop a specific workshop about Product Design for potential students	PA and Chair	05/22	10/22	Completed October 2022. First international session is November 15th
Develop relationships with high schools in the Lower Mainland with dual credit programs and develop further workshops	Chair, Program Assistant , and faculty-committee <u>Committee of faculty</u>	05/22	05/24	Currently in progress and development. Victor Martinez has been participating with "Convergence BC" as a "passion speaker", giving one presentation at H.J. Cambie secondary school in Feb.2022, and in Dec. 2022 at Johnston Heights Secondary School.
Develop an educational outreach and marketing strategy and pilot the developed strategy	Chair, Program Assistant , and faculty-committee <u>Committee of faculty</u>	05/22	06/26	Currently in progress and development. The Chair and Faculty-committee <u>committee of faculty</u> is currently developing strategies as the newly developed curriculum is implemented Fall 2023

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Develop student inclusivity plan to ensure that we include people of colour, indigenous students, and highlight diversity in our current student body and their projects	Chair, PA (Program Assistant), and faculty committee <u>Committee of</u> <u>faculty</u>	01/23	01/26	Will start January 2023.
Identify and strengthen relationships with international educational institutions that are relevant to Product Design (exchanges and articulation agreements)	Chair, <u>Program</u> <u>Assistant</u> , and faculty committee <u>Committee of</u> <u>faculty</u>	01/22	01/27	Currently in progress and development. As mentioned above a list of high-quality educational institutions relevant for Product Design has been created, the committee of faculty is currently working on clearly articulating our core skills (also based in the current process of program review) in order to reach out with a specific offer as well as possible areas of collaboration and exchange.

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

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 7:** To develop technological competence and production capabilities for academic specialization to distinguish, innovation, and industry related excellence

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Request capital funds to develop machinery to be on par with our relevant industries as outlined in the Self Study Report	<u>Faculty Committee of faculty, Chair</u> and Divisional Lab Coordinator	01/22	09/22 06/23	Currently in progress and development. Spring 2022 received Evergreen Funding for the WSD to replacement older machinery. The Chair and <u>Faculty-committee of faculty</u> have identified that this will be an ongoing process that needs to react to current innovations in the industry.
Develop requests for new machinery and technology based on updated curriculum	<u>Faculty Committee of faculty, Chair</u> and Divisional Lab Coordinator	04/23	09/23	Will start April 2023 once curricular changes are approved by senate. On task to complete in September 2023.
Develop a center of excellence in materials, testing and manufacturing	<u>Faculty Committee of faculty, Chair</u> and Divisional Lab Coordinator	04/25	09/26	Will start April 2025.

PROGRAM UNDER REVIEW: Product Design

Instructions for Reviewers

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

OVERALL ASSESSMENT:

Please provide a brief assessment of the Annual Follow-Up Report under review and an overall recommendation.

Reviewer #1: It is great to see that the program is advancing with the goals. The program has established new program-level learning outcomes and is in the process of revising the program to make it more adaptable and meet the needs of the students and industry. Since majority of goals are still in progress or not started, another follow-up report is recommended.

Reviewer #2: This is a great start to the one year follow up. More specifics are needed for me to evaluate the Report.

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

- ☐ Recommend for approval by the SSCPR as is
- ☒ Reviewer #1: Recommend for approval by the SSCPR pending suggested actions (see below)
- ☒ Reviewer #2: 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
Throughout the document: Led by and the Progress to Date sections need to report the same leaders. Currently they are not in agreement throughout the document. In some parts they are, in some parts they are not. (Eg, p 3, 3 row you say Dean, chair and team are working together yet in the led by column you say the Chair and external liaison are leading. P2 Strategy 2, row 5 -Program Assistant will be leading. Do you mean a Department Assistant? Either way, is this in their Collective Agreement as part of their job? These are only 2 examples)	Thank you for your suggestions. 1) Led by and Progress to date have been updated. 2) Program Assistant is the correct title and under their job description they work closely with the communications director in the Deans office assisting with marketing for the program.
Throughout the document: in led by column you use the terms: Faculty, Committee, Faculty Committee. Are they different? Specifically the later two, I'm unsure.	Thank you for your suggestions. 1) Led by and Progress to date have been updated.
Standardization of terms: In various parts of document you used different terms for groups in Steps or Led by columns vs Progress Column. (this relates to my previous comment to	Thank you for your suggestions. 1) Led by and Progress to date have been updated.

make group terms (committee, eg) standard. Eg, p1 row 1: Steps, you say strike a committee -then in Progress you have "a working group was created" The next row, you say 'group' what group are your referring to?	Thank you for your suggestions. 1) Led by and Progress to date have been updated.
P1, Strategy 1 -the progress reporting is great. But then many, but not all progress reporting needs work (ie, more precise info. What was completed? How is it being developed? And then the standardization issue below)	Thank you for your suggestions. 1) Reviewed and updated throughout the document.
P1, row 1:team member or someone with time release in Led by. But which was it? You have this as completed.	Thank you for your suggestions. 1) Led by and Progress to date have been updated.
Page 2-3, Strategy 3, first step "Exploring sourcing options..." This step is indicated as in progress and will be finalized by 04/23	Update the completed by date Thank you for your suggestions. 1) Reviewed and updated
In various parts you put the External Liaison in the Led by column (with start dates in 9/22 eg) but you have not created this position, and don't estimate for it to be done until 4/23 (p3, top row).	Thank you for your suggestions. 1) Reviewed and updated
You provide good examples of Progress typically (eg, p1, row 1,row 2) but some are too vague. Eg, when you say, 'in progress' can you share what is specifically being done? (All of strategy 3 is a good example). Or when you say, eg, p5, row 2 'strategies were incorporated'- what strategies? Such specifics are needs elsewhere too.	Thank you for your suggestions. 1) Greater clarity and detail has been included throughout the document
General comments: Use of bullets would be helpful for the reader or line spacing between progress items. Too verbose at times (eg, p5, row 2, Progress overview)	Thank you for your suggestions. 1) Clearer punctuation and spacing has been added for better readability.
Page 5, Strategy 4, first step "develop intentional feedback with individual students..."	What is an intentional feedback and how is the program planning to gather this information from individual student? What progress has been made, considering that 7 months has passed out of 12 months timeline. Is the program looking for a specific data? Have you considered reaching out to OPA? Thank you for your suggestions. 1) Reviewed and updated
Page 7, Strategy 5, first step "Attain membership..." This step is indicated as in progress and development	Completion date has passed. Update the date appropriately Thank you for your suggestions. 2) Reviewed and updated
Page 7, Strategy 5, second step "Develop procedures..." This step is indicated as in progress and development	Completion date has passed. Update the date appropriately



SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Reviewers' Comments: Annual Follow-Up Report

	Thank you for your suggestions. 1) Reviewed and updated
Page 8, Strategy 6, first step "develop a cohesive..." This step is indicated as in progress and development	Completion date has passed. Update the date appropriately. Also, provide reasons for lacking progress Thank you for your suggestions. 1) Reviewed and updated
Page 10, Strategy 7, first step "Request capital..." It is unclear whether the program has requested funds or not.	If the request has been made, replace currently in progress with completed. If the request has not been made, update the completion date accordingly Thank you for your suggestions. 1) Reviewed and updated

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 #)

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Agenda Item: 5.5

Meeting Date: November 23, 2022

Presenters: Jeannette Paschen, Valerie Warren, Heather Harrison

Agenda Item Business Management Second Annual Follow-Up Report

Action Requested	Motion
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Recommended Resolution	THAT the Senate Standing Committee on Program Review accept the Business Management Second Annual Follow-Up Report as attached.
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Senate Standing Committee Report For Senate Office Use Only

Attachments Business Management Second Annual Follow-Up Report

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

Date submitted *November 2, 2022*



Business Management Second Annual Follow-Up Report

Date Self-Study Report approved by SSCPR: June 20, 2018

Date of External Review Site Visit: July 23, 2018

Date Quality Assurance Plan approved by SSCPR: March 18, 2020

Date First Annual Follow-Up Report approved by SSCPR: October 20, 2021

Date Second Annual Follow-Up Report submitted: November 2, 2022

Second Progress Report

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

STRATEGY 1: Develop a method of regular data tracking to inform program quality and outcome initiatives

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS:

GOAL 1: Update program and course learning outcomes and review all courses in the Business Management Diploma.

GOAL 2: Establish a consistent and impactful connection with industry stakeholders.

GOAL 3: Solidify and support a system of continuous improvement in all Programs and course offerings to align with Vision 2023 goal D1.

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
Identify data that needs to be collected and monitored on a regular basis	Dept Data Rep	8/2020	9/2020	Complete.
a. Collect, monitor and report data on declarations and graduation rates 3x a year	OPA/Dean's Office	12/2020	5/2025	Complete <u>to date/ongoing</u> . OPA Power BI Dashboard launched in Fall 2022.
b. Determine where growth is coming from (internal and external), what should it be/what is it	OPA/Dean's Office	9/2020	5/2021	Complete.
c. Report out on business education framework data	Dept	12/2020	12/2021	Complete.
d. Collect, track student success rates for jobs, where they are going	OPA/Alumni Affairs	12/2020	5/2025	Complete <u>to date/ongoing</u> . Using OPA Student Outcome Survey Results Dashboard.
e. Track data on bottlenecks to graduation re: scheduling (e.g. BUSI 2490)	Dean's Office	12/2020	5/2025	Complete <u>to date/ongoing</u> . Added additional 2490s in ACY2020/2021. Will continue to monitor.
f. Determine other required data that will need to be monitored and reported.	Dept	9/2020 2	12 9/2020 5	Complete.
Create a department representative for data tracking (data to be supplied by Dean's Office)	Dept	05/2020	05/2020	Complete.

Business Management Second Annual Follow-Up Report

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
Once identified, data should be reported out as a dashboard each semester as applicable	Dean's Office	05/2020	9/2025	Complete <u>to date/ongoing</u> . OPA Power BI Dashboard launched in Fall 2022 and will be used to report out.
Data to be reviewed at department meetings 3x a year and posted on Moodle	Dept Data Rep	9/2022	5/2025 ¹	<u>Complete to date/ongoing</u> Ongoing . OPA Power BI Dashboard reviewed by Chair in Fall 2022. Departmental data representative on leave in Fall 2022, will re-engage Spring 2023.
Action plans crafted 1x a year (or more, as required) with follow up on use of data and success of action plans	Entire Dept	05/2020	5/2020-2025	Complete <u>to date/and</u> ongoing. Data Representative to provide input to Chair. Chair will report once a year at a Strategic Planning meeting with the Dean's Office.

STRATEGY 2: Establish a method for regular feedback from Industry stakeholders

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS:

GOAL 1: Update program and course learning outcomes and review all courses in the Business Management Diploma.

GOAL 2: Establish a consistent and impactful connection with industry stakeholders.

GOAL 3: Solidify and support a system of continuous improvement in all Programs and course offerings to align with Vision 2023 goal D1.

GOAL 7: Fortify a team sharing and mentorship approach

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
Create a Certified Institute of Management 'CIM' representative position within the dept	Dept	03/2020	03/2020	Complete.
Draft job description for CIM rep	Dept, Chair and CIM Rep	03/2020	03/2020	Complete.
CIM rep to identify opportunities in the first year and report back to dept as discovered	CIM rep	03/2020	03/2021	Complete. Primary opportunity is CIM designation for diploma graduates. Crafted communication and send to students Fall 2022.
Review value of CIM connection	CIM rep + Dept	03/2021	03/2021	Qualitative review completed. Assessing value of CIM connection quantitatively difficult as CIM not able to share data on BUSI diploma graduates with CIM designation. To be clear, there seems to be no downside to CIM designation for students; however, measuring of value is difficult.

Business Management Second Annual Follow-Up Report

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
Determine if position should continue and make adjustments to job description as required or discontinue position	CIM rep + Dept	03/2021	03/2021	Complete. Adjusted position to review and update communication to students about CIM designation periodically.
Creation of a Program Advisory Committee	Dept	03/2020	03/2021	Complete.
Appoint a faculty lead (possibly two co-leads) for a two-year term	Dept	02/2020	03/2021	Complete.
Review the KPU Program Advisory Committee Policy	PAC rep + Dept Chair	03/2020	03/2021	Complete.
Develop a terms of intent/reference document	PAC rep	03/2020	05/2020	Complete.
Consult with other departments for input on key success factors for PACs	PAC rep	03/2020	04/2020	Complete.
Review sample member lists and terms of reference from other departments	PAC rep	03/2020	03/2020	Complete.
Create a list of proposed committee members consisting of Industry Professionals, Alumni, and current students. Determine appropriate ratio of these members.	Dept with PAC rep	06/2020	09/2020	Complete. Committee members expanded to include industry professionals and alumni. Gathered student feedback via student focus groups with current students (mix of international and domestic, 1 st and 2 nd year) in AY 2021/22.
Circulate the proposed list to faculty for input.	PAC rep	06/2020	09/2020	Complete.
Appointed faculty to connect with nominated Advisory Committee members	PAC rep + faculty	09/2020	11/2020	Complete.
Once nominations are accepted, send list of potential Advisory Committee members to Admin Support to send out invitations	PAC rep	09/2020	09/2020	Complete.
Faculty lead, in conjunction with the department will distribute the Terms of Reference document to the Advisory Committee.	PAC rep	09/2020	09/2020	Complete.
First Advisory Committee Meeting (Dean's Office to organize)	PAC rep, Dept Chair	11/2020	02/2021	Complete. First PAC meeting held in Spring 2021.
Bi-annual Advisory Committee Meeting	PAC rep, Dept Chair	11/2020	11/2025	Complete and to date /ongoing. Bi-annual PAC meetings scheduled for Spring and Fall semesters of respective AY.

Business Management Second Annual Follow-Up Report

STRATEGY 3: Hold a working session to develop updated program and course learning outcomes

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS:

GOAL 1: Update program and course learning outcomes and review all courses in the Business Management Diploma

GOAL 3: Solidify and support a system of continuous improvement in all Programs and course offerings to align with Vision 2023 goal D1

GOAL 6: Build internationalization and intercultural fluency in programs and courses

GOAL 7: Fortify a team sharing and mentorship approach

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
Book 3 day conference and facilitators	Chair & Time Release (Strategy session) and Time Release (leads)	04/2019	02 4/202 <u>20</u>	Complete. Adjusted approach to hold multiple working sessions: <ul style="list-style-type: none"> • Four ½ day sessions (306 departmental service hours) held in Fall 2021 and Spring 2022 to review vision, values and alignment with KPU Vision 2023. • Program review and revisions (PLOs and CLOs) working sessions with TLC and BUSI faculty (estimated eight ½ days with program revision committee, eight ½ days with Chair and Program revision lead, two ½ days with all BUSI faculty for total of 515+ departmental hours)
Using data collected from industry, Outlook 2027, internal stakeholders, students and alumni, create draft program outcomes	Time Release (leads) , Dept	9/2020	11/2020	Complete.
Based on program outcomes required for future success, review alignment of all courses within the BUSI Mgt Diploma program	Time Release (leads), Dept	05/2020	05/202 <u>1</u> 0	Complete.
Hold a 2-3 day working session facilitated by someone outside of the dept to engage faculty on PLO and CLO review and alignment	Time Release (leads), Dept	09/2020	02 10/20 <u>22</u> 0	Complete. Adjusted approach: Supported by KPU TLC over multiple working sessions (see above). PLOs and CLO review alignment review and revision completed in Spring 2022.
Review of courses to include inclusion, diversity and UDL principles (required by curriculum committee as well as goals 6 and 7 and Vision 2025)	Time Release (leads), Dept	09/2020	0 <u>1</u> 2/202 <u>20</u> 0	Complete. PLOs and CLO review alignment review and revision completed in Spring 2022.

Business Management Second Annual Follow-Up Report

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
Target review of all courses and or/changes to program by the end of the 3 day session for submission to Curriculum Committee	Time Release (leads), Dept	09/2020	03/10/2020	Complete. Adjusted approach: Supported by KPU TLC over multiple working sessions (see above). Program curriculum and course revisions submitted and approved via KPU curricular governance process in Spring 2022 and implemented in Fall 2022.
If changes to program recommended, review with PAC and other stakeholders prior to submission to curriculum committee	Dept Chair / PAC rep	11/2020	11/2021	Complete. Reviewed draft program changes with PAC at Fall 2021 and Spring 2022 PAC meetings.
Develop PLO and CLO tracking and determine how often to review.	Time Release (leads), Dept	09/2020	09/12/2020	Complete to date/and ongoing. Identified PLO and CLO tracking opportunities. Data tracking commencing in Fall 2022. Analysis and identification of actions at least annually.
Submit course and/or program changes to curriculum committee	Curr Com Rep	02/2021	03/2/2021	Complete. Program curriculum and course revisions submitted and approved via KPU curricular governance process in Spring 2022 and implemented in Fall 2022.
Implement course and/or program changes	Dept	09/2021	09/2022	Complete. Revised program curriculum and courses implemented in Fall 2022.
Review success of changes with stakeholders	Dept Chair, PAC rep, CIM rep	09/2023	12/2023	Planned revisions to program and courses reviewed with PAC and other depts in Spring 2022. On track for review with other stakeholders post implementation.
Adjust as required and submit changes if needed to curriculum committee	Dept	01/2024	03/2024	On track.
Implement changes		09/2024	9/2025	On track.
Review as necessary		9/2020	09/2025	On track.

Business Management Second Annual Follow-Up Report

STRATEGY 4: Proactively connect students with resources available in the university to help support student success

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS:

GOAL 4: Solidify and support a system of continuous improvement in all Programs and course offerings.

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
Identify all support department services that BUSI faculty and students should have a link to	Dept Resource Committee	05/2019	09/2019	Complete.
Reach out to support departments identified in step 1, gather information on services offered. Identify additional support departments to contact	Dept Resource Committee	5/2019	09/2020	Complete.
Produce resource document/slide deck for faculty use highlighting available support services to students and post to Moodle as applicable	Dept Resource Committee	09/2020	03/2020	Complete.
BUSI department to decide at department meetings which representatives of support services should be invited to speak at future department meetings: continuous link important to informing new faculty and advising others on new developments re: supports	Dept	9/2020	5/2025	<ul style="list-style-type: none"> • Complete and-to date/ongoing. Chair (or Dept. Rep.) gauges interest and invite support services as needed. Chair also reviews support services with new hires. Included: The learning center, teaching and learning, mental and financial support, early alert. • Collaborated with TLC for program review and revision. • Collaborated with Learning Centre on embedding learning strategies into revised BUSI program and courses. Created Moodle course shells for each BUSI course with resources (sample activities, assessments, videos, pressbooks, etc.) for faculty to embed in course. Held PD sessions for BUSI faculty in Summer 2022.
Discuss value of strategy above and have regular discussion on how to refine as necessary	Dept	9/2020	5/2025	Complete and-to date /ongoing. Annual review planned.
Revise periodically to ensure information is up to date	Dept Resource Committee	9/2020	5/2025	Complete and-to date /ongoing. Annual review and revision as necessary.

Business Management Second Annual Follow-Up Report

STRATEGY 5: Develop internationalization and intercultural literacy with faculty

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS:

GOAL 7: Fortify a team sharing and mentorship approach

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
Target certain % of faculty in department to train/take the intercultural workshop. Of 35 FTE (48 Faculty), by the end of 2019, 20% (12 people) of BUSI FTE to complete the ICT workshop. Min 2 people per teaching team so that they can inform the course revision process. If ICT is replaced with something else, that will be the replacement for these targets.	Dept. Chair /Faculty Member	01/2020	12/2019 05/2020	Complete. All teaching teams covered off other than BUSI 2490 (only two people on the teaching team, 1 has taken this course). Total departmental % goals met.
Of 35 FTE (48 Faculty), by the end of 2020, 50% (24 people) of BUSI FTE to complete the ICT workshop.	Dept. Chair / Faculty Member	01/2019	12/2020	Complete.
Of 35 FTE (48 Faculty), by the end of 2021, 75% of BUSI FTE to complete the ICT workshop.	Dept. Chair / Faculty Member	01/2019	05/2023 1	On hold. ICT currently not offered. Investigating other approach, such as community of practice, <u>other KPU internal PD (e.g. Weaving our Knowledges/Intercultural Teaching Program)</u> or external PD.
Offer PD sessions 2x a year at BUSI meetings on intercultural topics. Target 15 people per session for a total of 30 person hours of training per year Promote ICT advanced workshops as they are scheduled	Dept/ Chair	09/2020	<u>05/2025</u>	Investigating other approach (see above). <u>Depending on approach chosen, PD sessions will be ongoing.</u> -
Identify and promote external PD opportunities via the PD rep on intercultural teaching and training opportunities	PD Rep	09/2020	<u>05/2025</u>	Complete and to date /ongoing.
Hold training sessions in BUSI meetings to discuss how to incorporate Inclusion and diversity principles in curriculum development	Dept. Chair	01/2020	12/2021	Complete. Working session facilitated by TLC during BUSI diploma review.
Continue to promote BUSI 1101 and CMNS 1101 as opportunities for our international students to build foundational skills for success in the Canadian Business education environment	Dept. Chair/Faculty Member	01/2020	12/2020	These classes have not been well attended as it is outside of the program. KPU 100 and BUSI 1115 are proposed as other ways to build foundational skills for success for international students. <u>BUSI 1115 is required for credential in revised BUSI diploma.</u>
Ensure that internationalization and intercultural learning opportunities are standing items on BUSI meeting agendas	Dept. Chair	6x a year	<u>05/2025</u>	Complete and to date /ongoing.

Business Management Second Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Review progress and develop action plans as required	Dept	09/2020	<u>05/2025</u>	Complete and to date /ongoing.

STRATEGY 6: Help build an authentic approach to Indigenization

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS:

GOAL 6: Build internationalization and intercultural fluency in programs and courses

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
Faculty Education: Targets to complete UBC MOOC (or equivalent) on decolonization 10% FTE by 2019, 20% by 2020, 30% by 2021, 50% by 2022 and 75% by 2023.	Dept Chair		12/2023	Complete and to date /ongoing. Promoting other faculty PD relevant to each faculty member's needs. BUSI faculty completed 115+ PD hours, including <ul style="list-style-type: none"> • Principled engagement with Indigenous People • Weaving our knowledge • PD session with Jennifer Anaquod in Fall 2021 • Other external PD, such as UBC Certificate in Intercultural studies, MA in Intercultural Communication and other
Identify stakeholders and information sources that can assist BUSI with understanding Indigenization topics related to BUSI course topics and decolonization.	Dept nominated rep	1/2020	<u>1205/2021</u> 0	Complete. Met with Jennifer Anaquod (T&L), consulted with PRLN, and Christina Page for course revisions related to decolonization and indigenization. Strategies embedded in curriculum for new courses (e.g., BUSI 1115, GLBL 2000) with other courses planned to follow (e.g., BUSI 1110, 1215).
Identify other departments at KPU that have implemented strategies towards Indigenization and decolonization.	Dept nominated rep	01/2020	<u>1209/2021</u> 0	Complete. Met with Jennifer Anaquod (T&L), consulted with PRLN, and Christina Page for course revisions related to decolonization and indigenization. Strategies embedded in curriculum for new courses (e.g., BUSI 1115, GLBL 2000) with other courses planned to follow (e.g., BUSI 1110, 1215).
Meet with the stakeholders and attain information sources identified in steps above, and collect information.	Dept nominated rep, Dept Chair	06/2020	<u>1209/2021</u> 0	Complete. See above for next steps.

Business Management Second Annual Follow-Up Report

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
Strike a committee to ensure policy rollout 2023 is addressed	Dept nominated committee	09/2020	09/202 5 ⁰	Proposing other way than 'top-down' policy rollout, but more organically by course/teaching teams (see above).
Summarize the information collected and present findings to BUSI Department. Propose course and program alterations as /if required. Revise faculty education plan to reflect new information.	Dept nominated committee+ rep	11/2020	0 5 ⁴ /202 5 ⁴	See above for next steps. Faculty PD ongoing.
Review of courses related to Indigenization every two years.	Dept Rep	0 9 ² /202 4 ³	0 5 ² /2025	Not applicable yet, will commence Fall 2024.

Business Management Second Annual Follow-Up Report

STRATEGY 7: Develop a course teaching team and mentorship plan for each course offered

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS:

GOAL 7: Fortify a team sharing and mentorship approach

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
Initial Meeting with QA Goal 5 team	Ron Shay	03/04/19	Completed	Complete. Agreed to terms of reference and suggested draft role expectations
Draft role expectations to be ratified by QA Goal 5 team	Ron Shay	08/04/2019	Completed	Complete. Circulated to team 08/04/19; agreement reached 15/04/19
Call for mentor volunteers	Ron Shay	19/04/19	Completed	Complete.
Meeting with all mentors	Ron Shay	05/19	Completed	Complete.
Meetings called by mentors and course teaching teams	Mentors (coordinators)	Completed	Ongoing	Complete <u>to date/ongoing. Course teaching teams meet at least annually.</u>
Develop feedback loop and review at 1 year implementation	Program Chair	9/2020	06/2022	Complete. Reviewed and revised in Spring 2022.
Make adjustments as necessary end of year one	Mentors	09/2020	01/2022	Complete. Reviewed and revised in Spring 2022
Implement adjustments	Mentors	01/2021	06/2022	Complete. Reviewed and revised in Spring 2022
Review success and make action plans as required	Mentors and Dept	01/2022	2025	Complete and <u>to date/ongoing.</u>



SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Reviewers' Comments: Annual Follow-Up Report

PROGRAM UNDER REVIEW: Business Management

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: Thank you to the program review team for submitting a 2nd report. It appears that comments and suggestions from 1st annual report have been addressed. There are additional notes and details and explanations when progress has not been made (eg: looking for alternative to ICT). It is positive to note that progress has been made on Strategy 6 (Indigenization). Faculty have engaged in relevant professional development and strategies have been embedded in new courses.

Reviewer #2: Most tasks with the completion date earlier or equal to the report publication date have been completed. The only exceptions are: striking a committee to oversee the implementation of the strategy #6 and the analysis of the data on curriculum indigenization (Strategy #6, p. 8-9). The Department proposes a different option instead. Completion dates are included for all completed steps. However, some of the listed completion dates are set several years ahead, which – if the task has been already completed – looks a bit unclear. For the ongoing steps, information on progress made is provided. Two steps have been put on hold (Strategy 5, p.7) because the planned ICT workshop is not currently offered. A different approach is investigated but the resolution is not clearly stated.

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
Strategy 1, page 2: the completion date for the posting of data review is earlier than the start date for this step.	Since this appears to be an ongoing task, the completion date could probably match the other ongoing tasks: May or end of 2025.
For some of the completed tasks (Strategy 1, page 1, steps: d, e, f and page 2, line 1) the completion dates are 2025, which – if the task has been already completed – looks a bit unclear.	For the tasks that are completed and are not ongoing, please insert the dates when the tasks have been completed. For the ongoing tasks please change the comment to: "Complete to date/ongoing" and leave the currently posted date of the final assessment in place.
Two steps have been put on hold (Strategy 5, p.7) because the planned ICT workshop is not currently offered. A different approach is investigated.	Please adjust the completion dates to allow enough time to investigate another approach leading to the completion of these two steps.

Commented [JP1]: Adjusted the completion task to 5/2025 to match the other tasks.

Commented [JP2]: Added completion dates for non-ongoing tasks. For tasks that are still ongoing, changed the comment to "complete to date/ongoing".

Commented [JP3]: Completion dates have been adjusted to allow for investigating other approach.



SENATE STANDING COMMITTEE ON PROGRAM REVIEW
Reviewers' Comments: Annual Follow-Up 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 #)

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Agenda Item: 5.6

Meeting Date: November 23, 2022

Presenters: Marla McMullen, Lesley McCannell, Heather Harrison

Agenda Item Human Resources Management Third Annual Follow-Up Report

Action Requested	Motion
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Recommended Resolution	THAT the Senate Standing Committee on Program Review accept the Human Resources Management Third Annual Follow-Up Report as attached.
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Senate Standing Committee Report For Senate Office Use Only

Attachments Human Resources Management Third Annual Follow-Up Report

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

Date submitted *November 7, 2022*



BBA in Human Resources Management Third Annual Follow-Up Report

Date Self-Study Report approved by SSCPR: June 21, 2017

Date of External Review Site Visit : November 2, 2018

Date Quality Assurance Plan approved by SSCPR: September 18, 2019

Date First Annual Follow-Up Report approved by SSCPR: October 28, 2021

Date Second Annual Follow-Up Report approved: November 23, 2021

Date Third Annual Follow-Up Report submitted: November 7, 2022

Third Progress Report

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGAN: January 2019

STRATEGY 1: Separate the PBHRMT from the BHRMT program.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: GOAL 1: To separate the PBHRMT program from the BHRMT program. Redesign and relaunch the PBHRMT Diploma to meet student and market needs.

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
Investigate market needs	Marla McMullen	Oct 2017	Nov 2017	Completed
Develop a program overview to share outside of the HRMT department	Marla McMullen	Sep 2018	Dec 2018	Completed
Obtain time release to build new program	Marla McMullen	Mar 2019	May 2019	Completed
Change Admission Requirements for Program Through Senate <ul style="list-style-type: none">- Consultations and D7 form complete May 2019- SOB Curriculum Committee June 2019- SOB Faculty Council September 2019- SSCC October 2019	Marla McMullen	Apr 2019	Oct 2019	Completed
Work with Josephine Chan to establish workflow and proposal requirements	Marla McMullen	May 2019	May 2019	Completed
Document Redesign Program Proposal	Marla McMullen	May 2019	Aug 2019	Completed

BBA in Human Resources Management Third Annual Follow-Up Report

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
Determine Budgetary Implications	Marla McMullen	May 2019	Aug 2019	Completed
Develop Individual Course Outlines	Marla McMullen	May 2019	Aug 2019	Completed
Compete Consultations with SOB Dean, Provost, Faculty, Registrar, International Department, Library, Vice Chair of Senate and PUE (if a budgetary impact is surfaced)	Marla McMullen	May 2019	Aug 2019	Completed
SOB Faculty Curriculum Committee	Marla McMullen	Aug 2019	Sep 2019	Completed
SOB Faculty Council	Marla McMullen	Sep 2019	Oct 2019	Completed
SSCC	Marla McMullen /Dean or Associate Dean	Oct 2019	Nov 2019	Completed
SSCUB (if there is budgetary impact)	Marla McMullen /Dean or Associate Dean	Nov 2019	Dec 2019	Completed
Senate	Marla McMullen /Dean or Associate Dean	Dec 2019	Dec 2019	Completed
Board Governance Committee	Marla McMullen /Dean or Associate Dean	Jan 2020	Jan 2020	Completed
Board Finance Committee (if there is a budgetary impact)	Marla McMullen /Dean or Associate Dean	Jan 2020	Jan 2020	Completed
Board of Governors	Marla McMullen /Dean or Associate Dean	Feb 2020	Feb 2020	Completed
PSIPS (30 – day peer review process)	Marla McMullen	Feb 2020	Mar 2020	Completed – Program launch Spring 2021.
Work with Learning Services and library team to determine a plan to support students out of Civic Plaza	Co-Department Chairs	Sep 2019	May 2021	Completed and Ongoing. We have partnered with the SOB Student Success Coaches to support HRMT post Post Baccalaureate students – ongoing support is in place to support these students. The Success Coaches are an invaluable part of our team and have been

BBA in Human Resources Management Third Annual Follow-Up Report

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>regularly scheduled to attend department meetings and offer suggestions to support student learning.</p> <p>We have also partnered with Business Librarians to attend classes each term to support students. This support is key for all programs, in particular, it is invaluable for our Post Baccalaureate students who are new to KPU and the Canadian educational context.</p>
Pilot the Advanced Language Support program	Co-Department Chairs	Sept 2021	May 2022	Completed – The Advanced Language Support program supported by the School of Business has been implemented in the HRMT Post Baccalaureate Program.
Working with Learning Centre team to determine a plan to support HRMT post baccalaureate <u>Post Baccalaureate</u> students	Co-Department Chairs	Sep 2019	May 2022	<p>Completed and Ongoing. An HRMT Post Baccalaureate student remains in the role of Peer Tutor for the HRMT Post Baccalaureate students. We will continue to recruit to maintain strength and depth in this role on an ongoing basis.</p> <p>Courses have been designed to integrate Learning Centre materials as a component of student success (i.e. Learning Centre Pressbooks have been integrated into learning material and the Learning Centre team developed two asynchronous lessons for use in HRMT Post Baccalaureate course<u>courses</u> on an ongoing basis – piloted in 2021 and now in place). Additional support from the Learning Centre would be valuable, however, in conversation with our Learning Centre support team, face to face/in class supports are limited as this<u>the Learning Centre</u> team does don't<u>not</u> have the <u>staffing</u> resources to support. Asynchronous materials are valuable but do not seem to be as effective with our Post Baccalaureate population<u>students</u>.</p>



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Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
Work with International Office regarding program and what support is needed from them	Marla McMullen	Sep 2019	Dec 2019	Completed
Update Advising on course map	Marla McMullen	Sep 2019	Dec 2019	Completed

STRATEGY 2: Establish an HRMT Program Advisory Committee.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: GOAL 2: Establish a consistent and impactful connection with CPHR-BC/Y and industry stakeholders.

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
Retrieve and review the KPU Advisory Committee Policy	Judy Benevides	Jan 2019	Feb 2019	Completed
Review Terms of Intent and proposed member list that was put together by the HRMT Faculty faculty a few years ago	Judy Benevides	Jan 2019	Feb 2019	Completed
Consulted with Dean's Office for guidance and input on setting up this committee	Judy Benevides	Jan 2019	Feb 2019	Completed
Review sample member lists and Terms of Reference from other departments	Judy Benevides	Feb 2019	Feb 2019	Completed
Meet with HRMT Faculty faculty to discuss setting up an Advisory Committee, its purpose, the policy, and the next steps	Judy Benevides	Feb 2019	Feb 2019	Completed
Compile an updated list of proposed committee members consisting of Industry Professionals, Alumni, and current students (based on recent HRMT HRMT social and professional events)	Judy Benevides	Feb 2019	Feb 2019	Completed
Circulate proposed list as well as the original proposed list to Faculty faculty for input.	Judy Benevides	Feb 2019	Mar 2019	Completed
Faculty HRMT faculty to connect with potential Advisory Committee members	Judy Benevides	Mar 2019	Mar 2019	Completed
Send list of potential Advisory Committee members to Admin Support to send out initiations.	Judy Benevides	Apr 2019	Apr 2019	Completed
Faculty HRMT faculty to update the Terms of Reference document in preparation for the first meeting of the Advisory Committee.	Judy Benevides	Apr 2019	Apr 2019	Completed
First Advisory Committee Meeting	Judy Benevides	May 2019	Jul 2019	Completed
Bi-annual Advisory Committee Meeting	Dept. Chair and SOB Dean	Dec 2019	Jan 2020	Completed and ongoing Meetings planned twice a year depending on the scheduling needs of the committee. The committee has proven to be an invaluable resource for continuous program revitalization.

BBA in Human Resources Management Third Annual Follow-Up Report

STRATEGY 3: Review [FacultyHRMT faculty](#) instructional approach to ePortfolio learning to identify what's working and what needs to be adjusted to better align with learning outcomes.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: GOAL 3: Increase consistency in instructional approaches to ePortfolio assignments across the Programs as well as improved communication to students with regards to their value proposition.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Schedule a 3-hour department meeting to review the ePortfolio approach	Lesley McCannell	Sep 2019	Jan 2021	<p>Completed.</p> <p>The HRMT team has discussed the continued use of e-portfolios in our program and have agreed that the e-portfolio approach will continue to be used and strengthened in the HRMT program. To this end, the HRMT piloted and now has fully rolled out KPU's new ePortfolio platform: PebblePad.</p> <p>The HRMT program is bringing a program update (D7) through the Curricular process beginning in November 2021. All courses will maintain an ePortfolio requirement.</p> <p>The scaffolding opportunity associated with ePortfolio learning is being addressed as part of ongoing continuous improvement efforts.</p>
Implement changes identified in review process	Dept.	Sep 2019	Jan 2020	Completed
Prepare material/script to introduce ePortfolios to students	Lesley McCannell	Sep 2019	Jan 2020	Completed
Distribute information to Facultyfaculty and ask them to share with their classes	Lesley McCannell	Sep 2019	Jan 2020	Completed
Assess results	Dept.	Jan 2020	May 2021	Completed and Ongoing. The D7 referenced aboveabove was approved and the curricular changes launched in Fall 2022. A champion has been identified to reassess in January 2023 following the implementation of program changes. This is ongoing work to ensure the effectiveness of ePortfolio assessment.
Add ePortfolio assignment to Official Course Outlines for BHRMT and PBHMRT courses/Curr Comm Review	Dept.	May 2019	May 2021	Completed in both the BBA and HRMT Post Baccalaureate programs.

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STRATEGY 4: Total Quality Improvement through the analysis of available strategic data to ensure student learning needs are being met (i.e. class sizes, multi/campus offerings, class day/time offerings, and available learning spaces (collaborative learning space or online offerings)

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: GOAL 4: Solidify and support a system of continuous improvement in all Programs and course offerings.

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
Survey our students to better understand their learning needs [This is a precursor to the other actions]	KPU Institutional Analysis (OPA)	Sep 2019	May 2022	Completed in Fall 2022.
Analyze class sizes with a view to optimizing the learning in each	Dept.	Mar 2019	Sept 2019	Complete. HRMT Capstone set at 25 students.
Examine options for offering classes in various locations other than Surrey Campus	Dept.	Jan 2020	Deferred	Only one section of HRMT courses is currently scheduled. With this in mind, we will continue Surrey campus scheduling and review the need for scheduling at other campuses when multiple sections of the same course are taught.
Review the scheduling of HRMT classes and the preferences of our students	Dept.	Jan 2020	Dec 2022	Completed. HRMT Chairs will use data collected to inform the scheduling ongoing process.
Examine opportunities for collaboration and other learning opportunities outside of the classroom	Dept.	Jan 2020	Dec 2022	Complete and ongoing. The Department continues to highlight opportunities offered through the MSOB, CPHR and KPU Alumni through the department Moodle site.
Review, analyze data available via the BEF and PLOs for patterns and areas where "insufficient" scores are more than 20% (this is just an example). Engage via a survey of students to identify specific issues/topics etc. which have caused the high level of "insufficient" scores Look at the course syllabus for potential additions (greater emphasis) on the issues identified in bullet point #2 above.	Dept.	Jan 2020	Complete and Ongoing	Completed through the BEF Committee process and reviewed by Department Chairs. These activities represent the ongoing continuous improvement efforts available to the department through ongoing measurement and assessment of our program learning outcomes and the business education framework. If new patterns emerge or insufficiencies arise – this is an opportunity to take steps to address student learning needs. This focus on continuous improvement is required by the Standing Committee on Education Quality (SCEQ) to ensure excellence in education.

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STRATEGY 5: Community Outreach

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: GOAL 2: Establish a consistent and impactful connection with CPHR-BC/Y and industry stakeholders. And GOAL 4: Solidify and support a system of continuous improvement in all Programs and course offerings.

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
Faculty HRMT faculty to coordinate with co-op Faculty faculty to attend HRMT co-op student/client visits	Dept.	Sep 2019	Dec 2019	Task removed as new KPU Coop Structure does include Faculty faculty visits.
Create an HRMT Advisory Committee {refer to Strategy 2}	Dept Chair and SOB Dean	Jun 2019	Dec 2019	Completed
Ensure there is a CPHR nominee on the Advisory Committee {refer to Strategy 2}	Dept Chair and SOB Dean	Jun 2019	Dec 2019	Completed (Quinne Davey)
Create an HRMT Alumni Chapter	David Harvey	Sep 2019	Dec 2020	Completed <ul style="list-style-type: none"> Created an Alumni Chapter. Paul Sahota (Graduated 2013) is the President and Chair of the Chapter. Supported by Helen Hughes from Alumni Affairs. Initial meeting at City Centre Campus September 2019 2nd Alumni Chapter at KPU In addition, hosted inaugural KPU HRMT Alumni Conference in February 2020 with over 75 attendees.
Ensure formal connections are in place between KHRA [student club] and CPHR	David Harvey	Sep 2019	Dec 2020	Completed CPHR Student Ambassador serves as connection between the Student Club and CPHR. The CPHR representative sits as an ex-officio member on student club
Formalize "faculty liaison" positions both to CPHR and to the Fraser Valley Advisory Committee of CPHR	Dept.	Sep 2019	Jan 2020	Completed Mina Sahota and Leona Waner Warner are the current HRMT Faculty faculty liaisons.
Formalize a "faculty liaison" position to the Surrey Board of Trade	Dept.	Sep 2019	Jan 2020	Completed.

STRATEGY 6: Review and evaluation of HRMT 3105

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: GOAL 4: Solidify and support a system of continuous improvement in all Programs and course offerings.

Note: HRMT 3105 was designed in 2015 to meet the CPHR Competency requirements. The possible Human Resources Information Systems (HRIS) partnership noted in the 2017 Self-Study Report that would assist in the further development of the course, did not materialize, and as a result it has been recognized by the Department that continued work needs to be done in the development of this course to better align with course learning outcomes and to ensure consistency in the delivery of material/coursework.

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
Departmental review of 3105 curriculum and course structure.	Kristan Ash/ Duane Radcliffe	Sep 2018	Dec 2018	Completed review of assignments, student support and student success rates. Additional resources added to the student learning center to support advanced Excel skills.
Consult with Industry Advisory Committee regarding the current trends in HRIS and the value of Application specific skills in industry. <ul style="list-style-type: none"> Specifically looking at the HRIS/E-HRM {web based HRIS} trends and skill requirement/expectations If one system is selected, is it the most appropriate (market share) vs. an alternate	Course Champion	Jan 2018	Sep 2020	Completed - Updates to the HRIS curriculum have taken place in 2018 to include: <ul style="list-style-type: none"> HRIS system needs analysis Review of HRIS systems and applications on the market Privacy and security requirements in HRIS/E-HRM{web based} applications
Consistent teaching team assigned to 3105 with a focus on continuous improvement and industry relevance.	Dept Chair and Course Champion	Jan 2018	Dec 2019	Completed - <i>Teaching team meets each semester to review the assignments with a focus on</i> <ol style="list-style-type: none"> Student Success Linkages to industry Employment readiness/applied learning
Initiate a student feedback mechanism regarding HRMT 3105	Course Champion	Sep 2019	May 2020	<i>Completed</i> – evaluation measures built into each course.

STRATEGY 7: Review and evaluation of ENTR 3120

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: GOAL 4: Solidify and support a system of continuous improvement in all Programs and course offerings.

Note: Challenges expressed by students with this course in that they felt that they were not prepared for the content and its rigour.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Review of ENTR 3120	Carlos Calao	Sep 2019	Dec 2021	Completed An initial review of performance did not find significant differences in results between students in different faculties (e.g. no difference in performance between HRMT students and other student groups)
Next steps regarding ENTR 3120:	Carlos Calao	Sep 2019	Dec 2021	Completed. Collaborated with the ENTR 3120 Teaching Team. The pandemic offered an opportunity to revamp the course to meet student needs. The teaching team incorporated faculty and student feedback that informed a course redesign that has produced positive outcomes.

BBA in Human Resources Management Third Annual Follow-Up Report

STRATEGY 8: Create/employ/refine an on-going review of PLO data results

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: GOAL 4: Solidify and support a system of continuous improvement in all Programs and course offerings.

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
Create third period report template to analyze consolidated results on a cyclical basis	Judy Benevides	Aug 2018	Oct 2018	Completed *reporting cycle has changed to Summer/Fall/Spring
Note: below steps are repeated each semester				
Inform and train all reporting Faculty faculty on the PLO reporting system	Judy Benevides	Sep 2018	Dec 2018	Completed with the support of Don Reddick
Employ and oversee PLO Assessment during Fall 2018 semester	Judy Benevides	Sep 2018	Dec 2018	Completed
Gather consolidated results and circulate to Faculty HRMT faculty	Judy Benevides	Jan 2019	Jan 2019	Completed
Faculty HRMT faculty review of Fall 2018 PLO Assessment data	Dept.	Jan 2019	Jan 2019	Completed
Faculty HRMT faculty teaching teams to meet review of Fall 2018 PLO Assessment results and make recommendations for education quality improvements/process refinements	Course Champion	Jan 2019	Feb 2019	Completed. Recommendations implemented for the following semester (e.g. the implementation of Case Analysis in earlier courses came about as a result of this analysis)
Note: below steps are repeated annually				
Create third period report to analyze consolidated results on a cyclical basis	Department Chair	May	May	*reporting cycle: Summer/Fall/Spring
Department review of assessment and reporting principles/results and make recommendations for education quality improvements/process refinements	Department Chair	July	August	A series of meetings was conducted beginning in Spring 2021 to consolidate individual reflection and recommend additional quality improvement. Based on our collective review of both current quality metrics, the voice of our PAC, and external research, the HRMT faculty is bringing a program change with updates to both the program and courses beginning in November 2021 – expected launch of update-prograde updated program is Fall 2022.

BBA in Human Resources Management Third Annual Follow-Up Report

STRATEGY 9: Strengthened integration with the BEF (Business Education Framework)

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: GOAL 4: Solidify and support a system of continuous improvement in all Programs and course offerings.

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
Create third period report template to analyze consolidated results on a cyclical basis	Judy Benevides	Aug 2018	Oct 2018	Completed *reporting cycle has changed to Summer/Fall/Spring
Note: below steps are repeated each semester				
Inform and train all reporting Faculty faculty on the SLO reporting system	Judy Benevides	Sep 2018	Dec 2018	Completed with the support of Don Reddick
Employ and oversee SLO Assessment during Fall 2018 semester	Judy Benevides	Sep 2018	Dec 2018	Completed
Gather consolidated results and circulate to Faculty faculty	Judy Benevides	Jan 2019	Jan 2019	Completed
Faculty HRMT faculty review of Fall 2018 SLO Assessment data	Dept.	Jan 2019	Jan 2019	Completed
Faculty HRMT faculty teaching teams to meet review of Fall 2018 SLO Assessment results and make recommendations for education quality improvements/process refinements	Course Champion	Jan 2019	Feb 2019	Completed. Recommendations implemented for the following semester (e.g. the implementation of Case Analysis in earlier courses came about as a result of this analysis)
Note: below steps are repeated annually				
Create third period report to analyze consolidated results on a cyclical basis	Department Chair	May	May	*reporting cycle: Summer/Fall/Spring.
Department review of assessment and reporting principles/results and make recommendations for education quality improvements/process refinements		July	August	A series of meetings was conducted beginning in Spring 2021 to consolidate individual reflection and recommend additional quality improvement. Based on our collective review of both current quality metrics, the voice of our PAC, and external research, the HRMT faculty is bringing a program change with updates to both the program and courses beginning in November 2021 – expected launch of update-prograde updated program is Fall 2022. Program changes will move HRMT content from the 3 rd and 4 th years and introduce

BBA in Human Resources Management Third Annual Follow-Up Report

				beginning in year two. This will move HRMT BEF specific content to the second year and better scaffold student learning throughout their program.
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STRATEGY 10: Proactively connect students with Learning Centre resources

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: GOAL 5: Increase collaboration with the Learning Centre to ensure students in all HRMT Programs are proactively connected with resources to support their success.

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
Participate in Building Professional Skills in the Classroom pilot to embed Learning Centre resources into assignment guidelines	Lesley McCannell	Apr 2019	Sep 2019	Completed.
Identify the skills areas that students need support in for each course and match these with Learning Centre offerings	Dept.	Jun 2019	Sep 2019	Completed at Sept 2019 HRMT Faculty Planning Meeting faculty planning meeting
Promote the Peer tutoring program with HRMT students to recruit HRMT students as peer tutors	Dept.	Sep 2019	Ongoing	Completed and Ongoing. Posting peer tutor opportunities to KPU HRMT Course sites. The most recent HRMT Peer tutor was recruited through the new HRMT Postings are prompted by need identified The Learning Centre and poster provided for distribution.
Determine solutions to support the PBHRMT students out of Civic Plaza (refer to Strategy 1)	Marla McMullen	Sep 2019	May 2021	Completed and Ongoing. Program launched Spring 2021 – on our return to campus we will continue to engage with the Learning Centre, Library and Student Success Coaches to support student learning.

STRATEGY 11: Create and support an KPU HRMT Alumni Chapter

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: GOAL 2: Establish a consistent and impactful connection with CPHR-BC/Y and industry stakeholders. And GOAL 6: Establish a consistent and impactful connection with both the current student body and alumni.

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
Publish a survey to as many grads as possible to determine level of interest in an Alumni Chapter and what they would want from such a group.	David Harvey	Jan 2019	Jun 2019	Completed
Based on survey data, gather individuals to organizing work and to deliver on their needs.	David Harvey	Jun 2019	Sep 2019	Completed
Create an Alumni database and social networking site	David Harvey and KPU Alumni Affairs	Jun 2019	Sep 2019	Completed <ul style="list-style-type: none"> Alumni Group is operating
Plan alumni events (at least 1per year) starting with a first alumni conference reading week 2020	David Harvey	Feb 2020	Feb 2020	Completed <ul style="list-style-type: none"> Created an Alumni Chapter. Paul Sahota (Graduated 2013) is the President and Chair of the Chapter. Supported by Helen Hughes from Alumni Affairs Three meetings held since inception. 2nd Alumni Chapter established at KPU Hosted inaugural KPU HRMT Alumni Conference in February 2020 with over 75 attendees.

BBA in Human Resources Management Third Annual Follow-Up Report

STRATEGY 12: Provide support to the HRMT Student Club

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: GOAL 6: Establish a consistent and impactful connection with current student body and alumni.

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
Faculty to work with the HR Club executive to create a club constitution that outlines its purpose, membership and executive structure.	David Harvey	Nov 2018	Jun 2019	Completed
Set up a structure that involves representatives from all 4 years of the BBA program.	David Harvey	Nov 2018	Jun 2019	Completed
Ensure that elections to executive positions are "staggered" i.e. some in spring and some in fall so that there is a continuous succession plan into the leadership positions.	David Harvey	May 2019	Jun 2019	Completed
Connect the Club to CPHR so that there is support both from Faculty faculty and from the Association.	David Harvey	Feb 2019	Ongoing	Completed. KPU and CPHR have established a student ambassador role that is filled annually by a KPU HRMT student– the role of the ambassador is to be the liaison with the KPU HRMT student club, CPHR, and HRMT Faculty faculty/Programs Student ambassador ambassadors are selected for a role from September to August each year by CPHR with a recommendation from HRMT faculty.
Connect the Club with alumni and the co-op department to leverage networking and industry partners.	Dept.	Feb 2019	Ongoing	KPU HRMT has been connected with alumni chapter and continue to meet on a regular basis the co-op department. This <u>student club</u> meeting process is ongoing and driven by the KPU HRMT Club whose executive are elected annually in the Fall term. <u>Meeting agendas are driven by the student club with faculty available to advise. This item is maintained as ongoing to reflect the changing nature of student club membership as students move through HRMT programs and become alumni.</u>

Support club events via communication, SMEs, facilities, and budgetary means		Feb 2019	Ongoing	KPU HRMT Club is supported with communication and facilities as needed. Note need for facilities has slowed in the past year due to COVID-19.
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STRATEGY 13: Redesign and launch a HRMT Program Orientation

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: GOAL 6: Establish a consistent and impactful connection with current student body and alumni.

Note: Once in the past the HRMT Department held a program orientation which was very well received and helped new and prospective students (for all HRM T programs) understand the challenges and begin to build the skills necessary to succeed in our programs. However, Faculty time and facility space considerations resulted in it never being offered again.

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
Research to understand what new and prospective students need to know to choose our Programs and succeed in them.	Dept.	Jan 2021	May 2020	Completed
Based on research, design an orientation program that would connect students to: <ul style="list-style-type: none"> Each other; and Any information they need to choose and succeed in the program; and the Facultyfaculty. 	David Harvey	May 2020	Dec 2022	Completed. The KPU HRMT has chosen to actively participate in the MSOB/KPU Orientations to allow students to connect to each other and the institution.
Integrate content specific to International and Indigenous students	Lesley McCannell/ Marla McMullen	May 2020	Dec 2022	Completed and ongoing. Key concepts supporting international students (i.e. cultural values) have been integrated into HRMT courses. The HRMT team has integrated the use of land acknowledgements and assignments that ask students to apply an indigenous lens to the work of Human Resources. This work will be continual and is ongoing.
Develop an orientation program specifically for the newly designed PBHRMT program	TBD	Jan 2020	Dec 2022	Completed. KPU HRMT PB students participate in the MSOB orientation. KPU HRMT faculty continue to participate in this event. Program specific concepts have been integrated into first term HRMT classes to allow connection to the profession and their peers.



SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Reviewers' Comments: Annual Follow-Up Report

PROGRAM UNDER REVIEW: BBA in Human Resource Management

Instructions for Reviewers

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

OVERALL ASSESSMENT:

Please provide a brief assessment of the Annual Follow-Up Report under review and an overall recommendation.

Reviewer #1: This is a thorough report showing follow-up and progress. Ongoing items detail progress made thus far and future actions/directions. My recommendation is for SSCPR to approve this report pending the mentioned required minor edits.

Reviewer #2: This is a thorough report - planned well and executed energetically. There are no substantive concerns that arose in my reading.

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

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

MAJOR ISSUES AND SUGGESTED ACTIONS:

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

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

Issue (page #)	Suggested Action
Page 3 Learning center lacking resources. What are those resources.	Listing those resources can help finding a solution
Page 15 No clear rationale provided why meeting process is still ongoing to build a connection between club and co-op department.	What is agenda of those meetings and what is the progress.

Commented [MM1]: Changed "resources" to "staffing resources" to add clarity that this reflected the absence of personnel to complete additional in-class/in-person support.

Commented [MM2]: Meeting agendas are driven by the student club with faculty available to advise. This item is maintained as ongoing to reflect the changing nature of student club membership as students move through HRMT programs and become alumni.

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 2: correct capitalization of "Post Baccalaureate".
Page 3: correct capitalization of "Post Baccalaureate".
Page 3: correct "HRMT Post Baccalaureate course" to "...courses"
Page 3: "limited as this team does don't have the resources to support" – I believe "does" needs to be

Commented [MM3]: Edit made as identified.

Commented [MM4]: Edit made as identified.

Commented [MM5]: Edit made as identified.



SENATE STANDING COMMITTEE ON PROGRAM REVIEW
Reviewers' Comments: Annual Follow-Up Report

Minor Edits (page #)
removed here, but this needs to be clarified as the current wording is unclear
Page3 Post Baccalaureate population to Post Baccalaureate students.
Page 5: should "HRMR" actually be "HRMT"?
Page 6: "abover" should be corrected to "above"
Page 8: correct "Leona Waner" to "Leona Warner"
Page 11: is the use of "prograde" intentional?
Page 11 "A series of meetings was conducted beginning in Spring 2021"to "A series of meetings were conducted in the beginning of spring 2021"Page 12: is the use of "prograde" intentional?
Page 15: "Student ambassador are..." should be corrected to "Student ambassadors are..."
Housekeeping throughout: Faculty/faculty make it difficult to know who/what is being referenced. "Faculty" would be the Melville School of Business whereas "faculty" would be an individual.

Commented [MM6]: Language corrected to reflect that the Learning Centre team does not have the staffing resources to support.

Commented [MM7]: Edit made as identified.

Commented [MM8]: Edit made as identified.

Commented [MM9]: Edit made as identified.

Commented [MM10]: Edit made as identified.

Commented [MM11]: Corrected to "updated program"

Commented [MM12]: Corrected to "updated program"

Commented [MM13]: Edit made as identified.

Commented [MM14]: Edits made throughout to ensure consistency of Faculty/faculty.

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Agenda Item: 5.7

Meeting Date: November 23, 2022

Presenters: Mandeep Pannu, Heather Harrison

Agenda Item **Computer Science and Information Technology First Annual Follow-Up Report**

Action Requested	Motion
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Recommended Resolution	THAT the Senate Standing Committee on Program Review accept the Computer Science and Information Technology First Annual Follow-Up Report as attached.
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Senate Standing Committee Report For Senate Office Use Only

Attachments Computer Science and Information Technology First Annual Follow-Up Report

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

Date submitted *November 7, 2022*



Computer Science and Information Technology First Annual Follow-Up Report

Date Self-Study Report approved by SSCPR: November 25, 2020

Date of External Review Site Visit : March 1 & 2, 2021

Date Quality Assurance Plan approved by SSCPR: October 20, 2021

Date Annual Follow-Up Report submitted: November 7, 2022

First Progress Report

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

STRATEGY 1: Add Options to the Diploma Program

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: GOAL 1: Renewal of the CSIT Two-year Diploma 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
Consult with faculty, identify IT diploma options offered by other post-secondary institutions	Mayyadah Al-Ani	Sep 2021	Dec 2021	Completed
Consult with PAC, identify prioritized list of diploma options recommendations	Mayyadah Al-Ani	Sep 2021	Dec 2021	Completed
Present findings at department meeting and identify/approve diploma option recommendation	Mayyadah Al-Ani, Cesar Lopez Castellanos, Mohammed Alsaïd, Cesar Lopez and Qussay Salih	Jan 2022	Jan 2022	Completed
Draft preliminary diploma option proposal, including curriculum	Mayyadah Al-Ani, Mohammed Alsaïd and Qussay Salih	Jan 2022	May 2022	Completed
Review draft proposal with PAC and CSIT department	Mayyadah Ali-Ani	May 2022	Jun 2022	Completed, and ongoing.

Commented [MP1]: Feedback has been collected from CSIT and PAC. The committee is working on the Proposal, and it will be complete by March 2023



Computer Science and Information Technology First Annual Follow-Up Report

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
Create formal proposal	Mayyadah Al-Ani, Mohammed Alsaid and Cesar Lopez	Jun 2022	Aug 2022	In Progress: PAC and CSIT department recommended number of courses. Team is working on the proposal. Reason for Delay –New team members, it takes time for new members to start everything from scratch.
Obtain institutional approvals from SoB, KPU for new diploma with option	Mayyadah Al-Ani	Aug 2022	May 2023	In Progress - dependent on previous steps
Consult with CDC regarding internships/work placement arrangements	Cesar Lopez	Sep 2022	Dec 2022	Completed and ongoing.
Consult with SoB Dean's office regarding Sept/23 option launch	Mayyadah Al-Ani and Cesar Lopez	Sep 2022	Dec 2022	In Progress - dependent on previous steps
Launch new diploma option – approvals, marketing/ scheduling, etc.	Mayyadah Al-Ani, Cesar Lopez Castellanos, Mohammed Alsaid, Cesar Lopez and Qussay Salih	Jan 2023	Sep 2023	Not started - dependent on previous steps
Annual Review Sept/23 to Sept/26 - Follow-up, review, adjustments	Chair	Sep 2023	Sep 2026	

Commented [MP2]: It will be completed by March 2023.

Commented [MP3]: We have consulted with CDC regarding internships/work placement regarding different options, and we will consult again in February 2023 with the formal Proposal.

Commented [MP4]: Consult with SoB Dean's office in April 2023 regarding Jan/ 2024 option launch after the formal Proposal is completed.

Commented [MP5]: A new diploma will be launched by January 2024

Commented [MP6]: CSIT will report the progress every year.

STRATEGY 2: Strengthen BTech IT Program

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 2:** Strengthen and refresh the CSIT Four-year BTech in IT 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
Consult with faculty, identify recommended changes to existing BTech options (e.g., curricular adjustments, strengthening core technical skills)	Mayyadah Al-Ani	Sept 2021	Dec 2021	Completed



Computer Science and Information Technology First Annual Follow-Up Report

Consult with PAC, identify recommended changes to existing BTech options	Mayyadah Al-Ani	Sept 2021	Dec 2021	Completed
Present findings at Department meeting and identify/approve strengthening actions	Mayyadah Al-Ani	Jan 2022	Jan 2022	Completed
Draft preliminary BTech Degree proposal	Mayyadah Al-Ani, Cesar Lopez Castellanos, Mohammed Alsaïd, Cesar Lopez and Qussay Salih	Jan 2022	May 2022	In Progress- PAC and CSIT departments recommended several courses. The team is working on the proposal. Reason for Delay –New team members, it takes time for new members to start everything from scratch.
Review draft proposal with PAC and CSIT department	Mayyadah Al-Ani	May 2022	Jun 2022	Completed and ongoing
Create formal proposal	Mayyadah Al-Ani, Cesar Lopez	Jun 2022	Aug 2022	In Progress- dependent on previous steps
Obtain institutional approvals from SoB, KPU for any curricular/program adjustments, budget approval	Mayyadah Al-Ani, Cesar Lopez	Aug 2022	May 2023	Not started - dependent on previous steps
Consult with CDC regarding internships/work placement arrangements	Mayyadah Al-Ani, Cesar Lopez and Mohammed Alsaïd	Aug 2022	Sep 2022	In Progress- have consulted CDC, working on the final plan.
Launch – 12-month implementation starting with “quick hits” *quick hits = easily attainable changes that have big impact without major curricular adjustments not needing approvals	Mayyadah Al-Ani	Sep 2022	Sep 2023	In Progress- dependent on previous steps
Annual Review Sept/23 to Sept/26 - Follow-up, review, adjustments	Chair	Sep 2023	Sep 2026	

Commented [MP7]: Feedback has been collected from CSIT and PAC. The committee is working on the Proposal, and it will be complete by March 2023

Commented [MP8]: It will be completed by March 2023.

Commented [MP9]: We need to create a formal proposal before presenting this to SOB.

Commented [MP10]: A new program will be launched by January 2024

STRATEGY 3: Adjust all credential offerings to assure greater program graduate business skill competencies



Computer Science and Information Technology First Annual Follow-Up Report

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 1:** Renewal of the CSIT Two-year Diploma Program, **GOAL 2:** Strengthen the CSIT Four-year BTech in IT Program

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Updated Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Consult with SoB faculty program leaders and CDC staff, identify critical business education soft skills required (e.g., oral/written communication, reading, comprehension, student resourcefulness, group collaboration, self-learning, collaboration, etc.)	Warren Edwards	Sep 2021	Dec 2021	Oct 2022	Completed – Three main activities: a) Interviewed communications faculty that teach CMNS 1140, ENGL 1100, and INFO 3110 b) Interviewed CDC staff that work with industry and Co-op students c) Time-release project for MSOB which identified top soft skills in-demand today Reason for Delay – Availability of team members, implemented a much more detailed investigation than planned utilizing soft skills research work performed as part of a Time-Release project in the MSOB
Consult with PAC, identify critical business education soft skills required	Bojiang Ma	Sep 2021	Dec 2021	May 2022	Completed – Presented to PAC during bi-annual meeting, prepared a survey and distributed to PAC members to complete, results have been compiled. Reason for Delay –timing of PAC meeting – missed Nov 2021 meeting, next meeting was May 2022
Review effectiveness of current roster of arts, business, and INFO courses within diploma and BTech programs at contributing to soft skills development, review timing/assessment/reinforcement of soft skills through the duration of the programs	Bojiang Ma	Jan 2022	May 2022	Dec 2022	In Progress - Weekly meetings with Bojiang/Warren to analyze results and develop approaches for completing this step, extensive discussions with CDC to discuss the best way of improving soft skill given the current roster of courses, developed and distributed student survey to evaluate current curriculum effectiveness for soft skills development (compiling results), discussion with faculty (ongoing) Reason for Delay – availability of team members, changed our approach to complete this step to include a student survey and more in-depth discussions with CDC
Draft preliminary proposal for curricular development/adjustment	Warren Edwards	Jan 2022	May 2022	Jan 2023	In Progress – compiling results from previous steps, preparing draft proposal, possible approaches include: CDC career mentoring, course adjustments to include CDC advising, Co-op training for all students, self-reflection class activities, targeted soft skills training, move soft skills training from year 2 to year 1. Reason for Delay – waiting to complete previous steps
Review draft proposal with PAC and CSIT department	Bojiang Ma	May 2022	Jun 2022	Feb 2023	In Progress – dependent on previous steps
Create formal proposal	Warren Edwards	Jun 2022	Aug 2022	May 2023	In progressNot started – dependent on previous steps

Commented [MP11]: The draft proposal will be reviewed with CSIT and PAC in February 2023.

Commented [MP12]: The formal proposal will be completed by September 2023.



Computer Science and Information Technology First Annual Follow-Up Report

Obtain institutional approvals from SoB, KPU for any curricular/program adjustments, budget approval	Bojiang Ma	Aug 2022	May 2023	July 2023	Not started—dependent on previous steps <u>In progress</u>
Launch – 12-month implementation starting with “quick hits”	Warren Edwards	Sep 2022	Sep 2023	Sept 2023	<u>In progress</u> Not started—dependent on previous steps
Annual Review Sept/23 to Sept/26 - Follow-up, review, adjustments	Chair	Sep 2023	Sep 2023	Sept 2023	



Computer Science and Information Technology First Annual Follow-Up Report

STRATEGY 4: Strengthen BTech in IT Core Technical Skills

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 2:** Strengthen the CSIT Four-year BTech in IT 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
Identify courses to focus on based on program review self-assessment report – review faculty, alumni, student, and PAC surveys	Cesar Lopez Castellanos	Sep 2021	Oct 2021	Completed
Consult with faculty, critically review all selected course – identify gaps and improvement opportunities	Hao Ma	Sep 2021	Dec 2021	Completed
Consult with PAC, identify gaps and improvement opportunities	Mandeep Pannu	Sep 2021	Dec 2021	Completed
Present findings at Department meeting for feedback/approval	Cesar, Hao, Mandeep	Jan 2022	Jan 2022	Completed
Draft preliminary proposal for curricular development/adjustment	Cesar	Feb 2022	May 2022	Completed
Review draft proposal with PAC and CSIT department	Cesar	May 2022	Jun 2022	Completed
Create formal proposal	Cesar, Hao, Mandeep	Jul 2022	Oct 2022	In Progress
Obtain institutional approvals from SoB, KPU for any curricular/program adjustments, budget approval	Mandeep	Oct 2022	Dec 2022	In Progress
Launch – 12-month implementation starting with “quick hits”	Cesar, Hao, Mandeep	Sep 2022	Sep 2023	In Progress
Annual Review Sept/23 to Sept/26 - Follow-up, review, adjustments	Chair	Sep 2023	Sep 2026	



Computer Science and Information Technology First Annual Follow-Up Report

STRATEGY 5: Adopt Project-based learning to enhance quality of instruction

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 2:** Strengthen the CSIT Four-year BTech in IT Program, **GOAL 3:** Collaboration focus through Project-based Learning

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
Consult with Teaching and Learning Commons (TLC) define project-based learning as it applies to CSIT, define and develop plan to adopt project-based learning across all programs, identify/define/prepare two workshops that will be delivered to faculty over the next 12 months	Ted Chiou	Sep 2021	Feb 2022	Starting Oct. 2021, we have consulted with TLC and the teaching strategist Gillian Sudlow for the support and help of defining the Project Based Learning.
Consult with CDC regarding internships/work placement arrangements beyond Co-op to enhance experiential learning	Edward Lo	Sep 2021	Dec 2021	We have contacted CDC for more information and discussed PBL with them.
Workshop #1: Explore and implement project-based learning for all programs, develop teaching teams, summarize findings, and capture actions	Edward Lo	Feb 2022	Feb 2022	We had successfully conducted the workshop with the support of Gillian Sudlow from TLC on Project Based Learning to our department on Feb. 7, 2022
Draft preliminary proposal for adopting project-based learning as a fundamental pedagogy	Edward Lo	Jan 2022	May 2022	We are still working on the proposal and will finish by May 2023.
Workshop #2: Explore and implement project-based learning for all programs, develop teaching teams, summarize findings, and capture actions	Ted Chiou	May 2022	May 2022	We are contacting TLC on the support of the 2nd workshop, and planning to have it presented in January 2023.
Consult with PAC and CSIT department, gather feedback on project-based learning pedagogy	Jendy Wu	May 2022	Jun 2022	We have some discussions in our department meetings and have continued our conversation among faculty members.
Create formal proposal	Ted Chiou	Jun 2022	Aug 2022	After hours of thorough discussions in our committee, we determine that the proposal should be completed after the previous steps have been finished.
Obtain institutional approvals from SoB, KPU for any curricular/program adjustments, budget approval	Jendy Wu	Aug 2022	May 2023	Pending on the departmental approval
Launch – 12-month adoption starting with “quick hits”	Edward Lo	Sep 2022	Sep 2023	Pending on the departmental approval
Annual Review Sept/23 to Sept/26 - Follow-up, review, adjustments	Chair	Sep 2023	Sep 2026	



Computer Science and Information Technology First Annual Follow-Up Report

STRATEGY 6: Develop suite of data analytic courses

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 4:** Integration of the CSIT Programs with the Larger School of Business

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
Consult with SoB faculty program leaders as well as programs in other Faculties, identify collaboration opportunities to develop new certificate in data analytics	Warren Edwards	Sep 2021	Dec 2021	Completed
Consult with PAC, identify data analytics certificate option for SoB & KPU students	Warren Edwards	Sep 2021	Dec 2021	Completed
Present findings at Department meeting for feedback/approval	Jendy Wu	Jan 2022	Jan 2022	Completed
Draft preliminary proposal for curricular development/adjustment	Warren Edwards	Jan 2022	May 2022	Completed and Pending on the departmental approval
Review draft proposal with PAC and CSIT department	Jendy Wu	May 2022	Jun 2022	Completed and Pending on the departmental approval
Create formal proposal	Warren Edwards	Jul 2022	Aug 2022	Pending on the departmental approval
Obtain institutional approvals from SoB, KPU for new data analytics certificate	Jendy Wu	Aug 2022	May 2023	In progress - dependent on previous steps
Launch new certificate – 12-month implementation including approvals, marketing/ scheduling, quick-hits, etc.	Warren Edwards	Sep 2022	Sep 2023	In progress - dependent on previous steps
Annual Review Sept/23 to Sept/26 - Follow-up, review, adjustments	Chair	Sep 2023	Sep 2026	

PROGRAM UNDER REVIEW: Computer Science & Information Technology

Instructions for Reviewers

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

OVERALL ASSESSMENT:

Reviewer #1: There are whole sections in this follow up report with action items that are not started. Provide a reasonable explanation and an estimated time line for its completion. For those action items that are in progress, indicate what action items are completed and others that needs to be addressed. If there are barriers to moving forward, provide reasons. The current reasoning such as “dependent on previous steps” , “new team members, it takes time for new members to start everything from scratch” is not adequate. Due to the lack of clarity and incompletion of multiple action items, I recommend that the program go back and address them and resubmit this follow up report.

Reviewer #2: Kudos to the CSIT team for providing their first annual follow-up report!

To date, it appears there has been important and meaningful consultation with some of the stakeholders identified in the Quality Assurance Plan. For example, Strategies 3 and 5, especially, provide detailed feedback on progress with faculty, CDC, and TLC consultations.

However, as per examples provided below, there are areas in the Report where more detail or clarification would be helpful – mostly in regard to Strategies 1, 2, 4, and 6.

Thank you for your dedicated work on the CSIT five-year action plan!

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

- ☐ Recommend for approval by the SSCPR as is
- ☒ Reviewer #2: Recommend for approval by the SSCPR pending suggested actions (see below)
- ☒ Reviewer #1: 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
P. 1, 2, 3 – comments of ‘completed and ongoing’	Please clarify what the ongoing component is, given the indication that these steps have been completed
p. 2, 3, 4, 5, 8 – comments of ‘in progress – dependent on previous steps’ or ‘not started’	Do any of the original completion dates need to be revisited, especially where the ‘completed by’ date has passed or is imminent? Perhaps more detail can

	be provided?
Page 2 – Create proposal	I suggest that you include a target date of completion for the development of the formal proposal in the comments section.
Page 2 - Obtain institutional approvals from SoB, KPU for new diploma with option, Consult with SoB Dean's office regarding Sept/23 option launch,	Provide clarity as to what you say as dependent on previous steps.
Page 2 - Launch new diploma option – approvals, marketing/ scheduling, etc	This is a major action item. Provide reasoning as to why this action item was not started.
Page 2 - Annual Review Sept/23 to Sept/26 - Follow-up, review, adjustments	Sep 2026, is this an error?
Page 3 - Draft preliminary BTech Degree proposal	Provide a target date of completion
Page 3 - Review draft proposal with PAC and CSIT department	Is it complete or ongoing? Kindly clarify
Page 3 - Create formal proposal	Provide adequate clarity of the action plan
Page 3 - Obtain institutional approvals from SoB, KPU for any curricular/program adjustments, budget approval	Provide a new target date of completion. Provide reason for not starting on this action item
Page 3 - Launch – 12-month implementation starting with “quick hits” *quick hits = easily attainable changes that have big impact without major curricular adjustments not needing approvals	Specify what stage you are at.
Page 3 - Annual Review Sept/23 to Sept/26 - Follow-up, review, adjustments	What is the current state of this action item
Page 4 - Review draft proposal with PAC and CSIT department	Explain what is completed so far
Page 4 - Create formal proposal	What is the new expected date of completion
Page 5 – all steps in page 5	Provide a new time line for these action items

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 #)

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Agenda Item: 7.1

Meeting Date: November 23, 2022

Presenter: Melike Kinik-Dicleli

Agenda Item

Manager's Report on Status of Program Reviews

Action Requested	Information
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Recommended Resolution	N/A
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Senate Standing Committee Report

For Senate Office Use Only

There are 34 programs (or cluster of related programs) that are at various stages in the program review process.

Context & Background

Phases	Number of programs
Self-Study	8
External Review	3
Quality Assurance Plan Development	2
Annual Follow-Up Reporting	21
Total	34

Key Messages

N/A

Consultations

N/A

Attachments

Manager's Report_Status of Program Reviews_Details for November 2022
SSCPR Meeting

Submitted by

Melike Kinik-Dicleli, Manager, Quality Assurance

Date submitted

November 21, 2022

Faculty	Program	Self-Study				External Review			QA Plan		Annual Follow-up			Progress Update The table includes only the reviews in progress.
		Planning Began	Data Collection Concluded	Report Due	Report Approved	Site Visit Deadline	Date of Site Visit	Report Received	QA Plan Due	QA Plan Approved	Report Due	1st Report Approved	2nd Report Approved	
ACP	English Upgrading	Dec-18 re-start: Sep-21	Admin Data: Feb-19 Admin Data: April-22	Aug-22		Oct-22			Mar-23		Mar-24			Surveys are closed; reports are being prepared.
Arts	Anthropology	Sep-18	Admin Data: Feb-19 Survey Data: Feb-19	Sep-20	Apr-21	Nov-20	Oct 18/19, 2021	Nov-21	Jun-21	Jun-22	Jun-22			First annual follow-up is due June 2023 .
Arts	Asian Studies	Oct-22		Aug-23		Oct-23			Mar-24		Mar-25			Program received the information they need for the first two chapters of the SSR.
Arts	Criminology	Jan-2019 re-start: Oct-22	Admin Data: Feb-19 Revised Admin Data: Feb-20 Survey Data: May-20	Jan-19 Aug-23		Feb-21 Oct-23			Jun-21 Mar-24		Jun-22 Mar-25			Program received the information they need for the first two chapters of the SSR.
Arts	Creative Writing	May-21	Admin Data: Nov-21 Survey Data: Nov-21	May-22	Sep-22	Jul-22			Oct-22		Nov-23			External review site visit is on January 18 & 20, 2023 .
Arts	Education Assistant	Sep-19	Admin Data: Oct-19 Survey Data: June-20	Feb-21	May-21	Mar-21	Nov 25/26, 2021	Jan-22	Jun-22	Oct-22	Jun-23			First annual follow-up is due in October 2023 .
Arts	Minor in Counselling	Feb-18	Admin Data: April-18 Survey Data: April-18	x	Apr-19	x	31-Oct-21	Jan-20	Sep-20	Oct-20	Sep-21	Oct-21		Second Annual Follow-Up is in.
Arts	English	May-20	Admin Data: Jan-21 Survey Data: April-21	Sep-21	Nov-21	Nov-21	Feb 10/11, 2022	Mar-22	Apr-22	Oct-22	Apr-23			First annual follow-up is due in October 2023 .
Arts	History	Dec-18	Admin Data: Feb-19 Survey Data: March-20	Aug-20	Feb-21	Oct-20	June 17/18, 2021	Jul-21	May-21	Jan-22	May-22			First annual follow-up is due in January 2023 .
Arst	Geography	Feb-22		Oct-22		Jan-23			Jul-23		Jul-24			Surveys are closed; reports are being prepared.
Arts	Language & Culture	Dec-21	Admin Data: May-22 Survey Data: May-22	Aug-22		Nov-22			Apr-23		Apr-24			Self-study Report is in.
Arts	Philosophy	Sep-17	Admin Data: Sep-18 Survey Data: Dec-17 (Discipline Survey: Mar-18)	x	Apr-19	x	Jul-19	Jul-19	Jan-20	Apr-21	Jan-21	May-22		SSCPR asked program to report on their progress one more time in May 2023 .
Arts	Political Science	Dec-19	Admin Data: Dec-19 Survey Data: June-20	Jan-21	Apr-22	Mar-21	Nov 7/9, 2022		Sep-21		Sep-22			External Review Report is due on December 10, 2022 .
Arts	Sociology	Sep-15	Admin Data: Nov-17 Survey Data: May-16	x	Dec-17	x	Apr-18	May-18	x	Oct-18	Oct-19	Apr-20	May-21	SSCPR asked program to report on their progress a fourth time in June 2023 .
Business	Accounting	Nov-17	Admin Data: Jun-18 Survey Data: Jan-18	x	Sep-18	x	Jan-19	Feb-19	x	Feb-20	Feb-21	Feb-21	Mar-22	SSCPR asked program to report on their progress a third time in March 2023 .
Business	Computer Science and Information Technology	Apr-19	Admin Data: May-19 Survey Data: Jan-20	Aug-20	Nov-20	Nov-20	Mar 1/2, 2021	Mar-21	Aug-21	Oct-21	Aug-22			First Annual Follow-Up is in.
Business	Business Management	Sep-15	Admin Data: Jun-18 Survey Data: Mar-18	x	Jun-18	x	Jul-18	Jul-18	x	Mar-20	Mar-21	Oct-21		Second Annual Follow-Up is in.
Business	Economics	Oct-22		Aug-23		Oct-23			Mar-24		Mar-25			Program received the information they need for the first two chapters of the SSR.
Business	Human Resource Management	May-14	Admin Data: Sept-16 Survey Data: Mar-17	x	Jun-17	x	Nov-18	Dec-18	x	Sep-19	Sep-20	Oct-20	Oct-21	Third Annual Follow-Up is in.
Business	Technical Management and Services	Sep-22		Aug-23		Oct-23			Mar-24		Mar-25			Program received the information they need for the first two chapters of the SSR.
Design	Fashion Design & Technology	Sep-20	Admin Data: Feb-21 Survey Data: Mar-21	Jun-21		Oct-21	Sep 28/29, 2021	Oct-21	Jun-22	May-22	Jun-23			First Annual Follow-Up is due in May 2023 .
Design	Foundation in Design Certificate	Oct-17 re-start: Oct-19	Admin Data: Aug-17 Survey Data: Nov-17 (Student Data: Feb-18) Revised Admin Data: Oct-19 Survey Data: Aug-20	Sep-20	Apr-21	Oct-20	June 29/30, 2021	Jul-21	May-21	Jan-22	May-22			First Annual Follow-up Report is due in January 2023 .

Faculty	Program	Self-Study				External Review			QA Plan		Annual Follow-up			Progress Update The table includes only the reviews in progress.
		Planning Began	Data Collection Concluded	Report Due	Report Approved	Site Visit Deadline	Date of Site Visit	Report Received	QA Plan Due	QA Plan Approved	Report Due	1st Report Approved	2nd Report Approved	
Design	Interior Design	Sep-18	Admin Data: Nov-18 Admin Data: Sep-19 Survey Data: Nov-18	x	Jan-20	Jan-20	Jun-20	Aug-20	Jun-20	Feb-21	Jun-21	Mar-22		SSCPR asked program to report on their progress a second time in March 2023 .
Design	Product Design	Feb-19	Admin Data: Feb-19 Survey Data: Oct-19	Feb-20	Jun-20	Apr-20	Feb 24/25, 2021	Apr-21	Oct-20	Nov-21	Oct-21			First Annual Follow-up Report is in.
Design	Technical Apparel Design	Jun-18	Admin Data: Dec-18 Admin Data: Oct-19 Survey Data: Dec-18	x	Jan-20	Sep-20	Sep-20	Oct-20	Jun-21	Jan-21	Jun-22	Jan-22		SSCPR asked program to report on their progress a second time in January 2023 .
Health	Bachelor of Psychiatric Nursing	Sep-18	Admin Data: Feb-19 Survey Data: Feb-19	x	Oct-20	x	Feb-20	Mar-20	Aug-20	Nov-20	Aug-21	Jan-22		SSCPR asked program to report on their progress a second time in January 2023 .
Health	Health Care Assistant Certificate	May-19	Admin Data: Jun-19 Survey Data: Sep-19	x	Jan-20	Sep-20	Dec 9/10, 2020	Feb-21	Jun-21	Jun-21	Jun-22	Jun-22		SSCPR asked program to report on their progress a second time in June 2023 .
Health	Health Unit Coordinator Certificate	Jan-18	Admin Data: Jun-18 Survey Data: Discipline + Alumni: Mar-18 Student + Faculty: Aug-18	x	Dec-18	x	Jun-19	Jul-19	x		x			All intakes are suspended. The review is on hold until the future of the program is determined.
Science	Biology	Oct-19	Admin Data: Nov-19 Revised Admin Data: Mar-21 Survey Data: Mar-21	Oct-21	Oct-21	Jan-22	Feb 24/25, 2022	Apr-22	Sep-22	Oct-22	Sep-23			First annual follow-up report is due in October 2023 .
Science	Brewing and Brewery Operations	Nov-21	Admin Data: May-22 Survey Data: May-22	Aug-22	Sep-22	Nov-22			May-23		May-24			External review site visit planning is underway.
Science	Bachelor of Horticulture Science	Jan-18	Admin Data: Jun-18 Survey Data: Apr/Jun-18	x	Mar-19	x	Apr-19	May-19	Aug-19	Apr-21	Aug-20	Apr-22		SSCPR asked program to report on their progress a second time in April 2023 .
Science	Horticulture Technology Diploma	Nov-21		Aug-22		Oct-22			Feb-23		Feb-24			Surveys are being drafted.
Science	Mathematics	May-19	Admin Data: Jul-19 Survey Data: Faculty: Jul-19 Alumni: Sep-19 Discipline/Sector: Sep-19	Sep-19	Oct-20	Nov-19	Mar 10/11, 2021	Apr-21	May-20	Feb-22	May-21			First Annual Follow-up Report is due in February 2023 .
Science	Physics for Modern Technology	May-21	Admin Data: Nov-21 survey data: Feb-22	Jan-2022 Rev. Jun-22	Jun-22	Mar-22 Rev: Sep-22	Nov 30/Dec 1, 22		Sep-2022 Rev: Feb-23		Oct-2023 Rev: Feb-24			External review site visit is on November 30 & December 1, 2022 .
Science	Sustainable Agriculture	Oct-19	Admin Data: Nov-19 Revised Admin Data: Feb-21 Survey Data: Student: Aug-20 Faculty & Alumni: Jan-21 Discipline/sector: Feb-21	Aug-20	Sep-21	Oct-20 or Nov-20	Mar 7/9, 2022	Apr-22	May-21		May-22			Quality Assurance Plan is in.
Science	Turf Management Diploma	May-19	Admin Data: May-19 Survey Data: Sep-19	Oct-19		Jan-20			Sep-20		Sep-21			Turf Management is being reviewed as part of the Horticulture Technology program review.