SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Regular Meeting
Wednesday, March 15, 2023
2:00 p.m. - 4:00 p.m.
MS Teams Online

AGENDA

1. Call to Order ....Amy Jeon   2:00

2. Approval of Agenda

3. Approval of Minutes, February 22, 2023

4. Chair's Report 2:05

    4.1. Non-Government Organizations and Non-Profit Studies Program Review Timeline

    4.2. Fine Arts Program Review Timeline

5. New Business ....

    5.1. Mathematics First Annual Follow-Up Report.............. Allyson Rozell, Michael Nyenhuis,
    Brett Favaro 2:10

    5.2. Technical Apparel Design Second Annual Follow-Up Report .... Jessica Bayntun,
    Andhra Goundrey..   2:30

    5.3. Creative Writing External Review Report ....Amy Jeon   2:50

6. Items for Discussion

7. Manager's Report for OPA ....Melike Kinik-Dicleli   3:10

8. Adjournment

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Minutes of Regular Meeting
Wednesday, February 22, 2023
2:00 p.m. – 4:00 p.m.
MS Teams Online

Voting Member Quorum: 10		
Aimee Begalka	Julia Denker	
Cherylynn Bassani	Lori McElroy	**Non-voting**
David Burns	Marti Alger	
Fergal Callaghan, Vice-Chair	Melissa Swanink	Laura McDonald
Hao Ma	Nishan Perera	Melike Kinik-Dicleli
Jennifer Gao	Rajmale Kaur	Stephanie Howes
	Tomasz Gradowski	
Regrets	**Senate Office**	**Guests**
Alan Davis	Sonia Banwait	Andhra Goundrey
Amy Jeon, Chair		Kim Bagshaw
Courtney Verhage		Sarah Beasleigh
Craig Wright		
Lindsay Norris		
Jeff Dyck		

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

   The Chair, Fergal Callaghan, called the meeting to order at 2:01 p.m. and offered a territorial acknowledgement. He informed the committee he will be facilitating today's meeting in Amy Jeon's absence.

2. **Approval of Agenda**

   Lori McElroy requested to add information item 6.1. Honorarium for External Reviewers.

   Melissa Swanink moved the agenda be confirmed as amended.

   <div align="right">

   The motion carried.

   </div>

3. **Approval of Minutes, January 25, 2023**

   Fergal Callaghan asked for clarification for item 6.1 Horticulture Technology on whether the diplomas and citations were omitted from the entire program review process or just the quality assurance plan. Lori McElroy explained they weren't included in the program review process for the degrees. It was requested to add the clarification in the minutes.

Nishan Perera requested to move his comments from 6.1 Horticulture Technology to a new sub-heading under 6.2 Curriculum Mapping Update.

Aimee Begalka moved the minutes be accepted as amended.

The motion carried.

4. **Chair's Report**

The Chair reminded committee members that the last SSCPR meeting of the year on June 21, 2023 will be held in-person at the Surrey campus.

He highlighted that kick off meetings for the NGO and Non-Profit Studies program took place on February 1, 2023.

4.1. **Technical Management and Services Program Review Timeline**

The Chair shared the Technical Management and Services program timeline and informed they are projected to submit the self-study report in August 2023.

4.2. **Economics Program Review Timeline**

The Chair shared the Economics program timeline and informed they are projected to submit their self-study report in December 2023.

5. **New Business**

5.1. **Foundations in Design First Annual Follow-Up Report**

The Chair summarized the reviewer's comments and informed that all revisions were made to the suggested edits. Andhra Goundrey was present to answer questions.

The committee discussed the use of "all faculty" in the 'led by' field and noted that there should be a designated person who will be responsible for the action plan. The committee suggested the proponent add the Chair as the person responsible if no other faculty member can be listed at this time.

Stephanie Howes commended the proponent on their recognition of equity and social justice, including the Indigenous focus on decolonization.

Action item:

- Replace "all faculty" in 'led by' field with "Chair"

Melissa Swanink moved THAT the Senate Standing Committee on Program Review accept the Foundations in Design First Annual Follow-Up Report as attached.

Lori McElroy moved THAT the program submits another follow-up report next year.

The motion carried.

5.2. **Bachelor of Psychiatric Nursing Second Annual Follow-Up Report**

The Chair summarized the reviewer's comments and informed that revisions were made to the suggested edits. Kim Bagshaw and Sarah Beasleigh were present to answer questions.

Stephanie Howes shared that inclusivity and Indigenous component was limited in the report. Kim Bagshaw explained that the program is currently under review and the curriculum is being revised to include more Indigenous content. She explained the program review is a large undertaking which includes revising current programs as well as building new courses which has not been included in today's follow-up report but will be brought forward in future reports.

Action items:

- Spell out words for the acronyms listed within the report
- Add "Chair" to missing 'led by' fields

Lori McElroy moved THAT the Senate Standing Committee on Program Review accept the Bachelor of Psychiatric Nursing Second Annual Follow-Up Report as attached.

Lori McElroy moved THAT the program submits another follow-up report next year.

The motion carried.

5.3. Physics for Modern Technology External Review Report

The Chair summarized the reviewer's comments and reviewed key recommendations.

He addressed recommendations that may be beyond the scope of what the program can do themselves, and asked the committee on how best to address such recommendations in the Quality Assurance Plan. The committee suggested to review the language of the QA plan and include that the proponent will explore the services across the institution that may be able to support and advocate for those initiatives

Nishan Perera moved THAT the Senate Standing Committee on Program Review accept the Foundations in Design First Annual Follow-Up Report as attached.

The motion carried.

6. Items for Discussion

6.1. Honorarium for External Reviewers

Lori McElroy informed that KPU has experienced a long-time issue of attracting external reviewers and has recently learned that other public institutions offer external reviewers an honorarium for their time. She advised that KPU has also received approval to offer honorariums effective immediately and hopes it will alleviate future recruitment issues.

7. Manager's Report for the Office of Accountability and Planning

Melike Kinik-Dicleli, Manager, Quality Assurance presented her report.

8. **Adjournment**

The meeting adjourned at 2:54 p.m.

SENATE STANDING COMMITTEE ON PROGRAM REVIEW
Agenda Number: 4.1
Meeting Date: March 15, 2023
Presenter(s): Amy Jeon

AGENDA TITLE: NON-GOVERNMENTAL ORGANIZATIONS AND NONPROFIT STUDIES PROGRAM REVIEW TIMELINE

ACTION REQUESTED: Information

RECOMMENDED RESOLUTION: N/A

COMMITTEE REPORT

For Secretariat Use Only

Context and Background

To ensure that program reviews are completed in a timely manner and that program review reports are based on relevant data, program reviews at KPU follow a timeline. All program reviews should be completed within 16 months from the beginning of the Curriculum Review to the submission of the Quality Assurance Plan. Starting September 2020, the timelines for new program reviews are presented to the Senate Standing Committee on Program Review. Attached is the program review timeline for the Non-Governmental Organizations and Nonprofit Studies Program.

Consultations

Non-Governmental Organizations and Nonprofit Studies Program Chair

Attachments

Non-Governmental Organizations and Nonprofit Studies Program Review Timeline

Submitted by

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

Date submitted

February 28, 2023

PROPOSED TIMELINE FOR PROGRAM REVIEW: Certificate in Non-Governmental Organizations and Nonprofit Studies

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

Program Review Team (in alphabetical order):
- Sarah Fessenden

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

The Program Review Timeline consists of 8 phases:
1. Getting Started
2. Self-Study: Curriculum Review and Writing Chapters 1 & 2
3. Self-Study: Data Collection
4. Self-Study: Writing Chapters 3 to 6
5. Self-Study: Review/Revisions
6. External Review
7. Quality Assurance Plan Development (needs to be signed off by the Dean and Provost)
8. Annual Follow-Up Reporting

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

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

Phases	Months																		
	Feb 23	Mar 23	Apr 23	May 23	June 23	July 23	Aug 23	Sep 23	Oct 23	Nov 23	Dec 23	Jan 24	Feb 24	Mar 24	Apr 24	May 24	June 24	July 24	Aug 24
1. Getting Started	■																		
Self-Study Phases:	░	░	░	░	░	░	░	░	░	░	░								
2. Self-Study: Curriculum Review and Writing Chapters 1 & 2	■	■	■	■															
3. Self-Study: Data Collection			■	■	■														
4. Self-Study: Writing Chapters 3 to 6						■	■	■	■	■	◇								
5. Self-Study Review/Revisions											■	◇							
6. External Review											■	■	■	■	◇				
7. Quality Assurance Plan Development															■	■	■	■	◇
One Year Later																			
8. First Annual Follow-Up Report																			

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

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

PROPOSED TIMELINE FOR PROGRAM REVIEW: Certificate in Non-Governmental Organizations and Nonprofit Studies

PHASE 1	Month/Year	Tasks
GETTING STARTED	January 2023	• Manager, Quality Assurance sends Program Chair information about program review before the initial planning meeting.
	February 1, 2023	• Manager, Quality Assurance and Chair of SSCPR meet with Program Review Team to outline the purpose and process for program review and expectations for reports and timing.
	February 2, 2023	• Manager, Quality Assurance sends Program Review Team the guides and reporting templates.
PHASE 2	**Month/Year**	**Tasks**
SELF-STUDY: CURRICULUM REVIEW & WRITING CHAPTERS 1 & 2	February -May 2023	• Program Review Team conducts the curriculum review, which becomes part of the self-study report. • Support is available from Educational Consultants at the Teaching and Learning Commons. The Manager, Quality Assurance will provide an introduction. • Primary Author completes the first two chapters of the Self-Study Report, although other members of the program review team may be involved in the writing.
PHASE 3	**Month/Year**	**Tasks**
SELF-STUDY: DATA COLLECTION	April 2023	• Manager, Quality Assurance sends Program Review Team the administrative data report needed for the Self-Study Report. • Program Review Team submits additional administrative data requests, if needed, to the Manager, Quality Assurance.
	April 2023	• Program Review Team provides program-level learning outcomes for Quality Assurance Team to include in surveys. • Program Review Team provides additional type of information, if any, they want to collect through surveys. • Quality Assurance Team customizes surveys for students, alumni, faculty, discipline/sector and seeks feedback from Program Review Team. • Program Review Team submits names and contact information of discipline/sector representatives and faculty members to be surveyed.
	May 2023	• Quality Assurance Team launches surveys for students, alumni, faculty and discipline/sector representatives.
	June 2023	• Quality Assurance Team provides survey data reports.
PHASE 4	**Month/Year**	**Tasks**
SELF-STUDY: WRITING CHAPTERS 3 TO 6	July-November 2023	• Primary Author writes chapters 3-6 of the Self-Study Report in consultation with other faculty members of the program.
	3rd week of November	• Primary Author sends the completed Self-Study Report to Dean.
	December 10, 2023	• Primary Author completes revisions, if any, requested by the Dean and submits the report to SSCPR (5 weeks before the January meeting date).
PHASE 5	**Month/Year**	**Tasks**
SELF-STUDY REVIEW/REVISIONS	December 2023	• SSCPR members assigned to review Self-Study Report review the report and provide written feedback on necessary revisions.

	January 2024	• Primary Author completes revisions to the Self-Study Report and submits it to SSCPR (one week before the meeting).
	January 2024	• SSCPR reviews Self-Study Report at the January 2024 meeting.
PHASE 6	**Month/Year**	**Tasks**
EXTERNAL REVIEW SITE VISIT	December 2023	• Program Review Team sends names of potential external reviewers. • SSCPR selects external reviewers.
	January 2024	• Program Review Team, with the help of Manager, Quality Assurance, begins planning external review. • Dean invites two external reviewers. • SSCPR Chair appoints KPU faculty member to the panel.
	March 2024	• External review site visit, with participation of program faculty, students, alumni and PAC members, takes place.
EXTERNAL REVIEW REPORT	April 2024	• External reviewers submit External Review Report.
	April 2024	• SSCPR reviews External Review Report at the April 2024 meeting. • Approved External Review Report is sent to Program Review Team and Dean.
PHASE 7	**Month/Year**	**Tasks**
QUALITY ASSURANCE PLAN DEVELOPMENT	May 2024	• Program Review Team receives the draft external review report and beings writing Quality Assurance Plan in consultation with the Dean.
	August 2024	• Program Review Team and Dean meets with the Provost to discuss the Quality Assurance Plan.
	August 2024	• Program Review Team submits Quality Assurance Plan to the SSCPR.
	September 2024	• SSCPR reviews Quality Assurance Plan at the September 2024 meeting. • Approved Quality Assurance Plan along with the Annual Follow-Up template and guide are sent to the Program Review Team.
PHASE 8	**Month/Year**	**Tasks**
ANNUAL FOLLOW-UP REPORTING	September 2025	• Program Review Team submits first Annual Follow-Up Report. • SSCPR reviews Annual Follow-Up Report and decides whether the annual follow-up reporting should continue the following year.

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Agenda Number: 4.2
Meeting Date: March 15, 2023
Presenter(s): Amy Jeon

AGENDA TITLE: FINE ARTS PROGRAM REVIEW TIMELINE

ACTION REQUESTED: Information

RECOMMENDED RESOLUTION: N/A

COMMITTEE REPORT

For Secretariat Use Only

Context and Background

To ensure that program reviews are completed in a timely manner and that program review reports are based on relevant data, program reviews at KPU follow a timeline. All program reviews should be completed within 16 months from the beginning of the Curriculum Review to the submission of the Quality Assurance Plan. Starting September 2020, the timelines for new program reviews are presented to the Senate Standing Committee on Program Review. Attached is the program review timeline for the Fine Arts programs.

Consultations

Fine Arts Program Chair

Attachments

Fine Arts Program Review Timeline

Submitted by

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

Date submitted

February 28, 2023

PROPOSED TIMELINE FOR PROGRAM REVIEW: Bachelor of Fine Arts, Visual Arts, Diploma in Fine Arts, and Certificate in Fine Arts

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

Program Review Team (in alphabetical order):
- Alward, Sean
- Barenscott, Dorothy
- Gnyp, Jessica
- MacTaggart, Alison (Chair)
- Parolin, Maria Anna
- Peters, Byron
- Wright, Jason (Primary Author)

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

The Program Review Timeline consists of 8 phases:
1. Getting Started
2. Self-Study: Curriculum Review and Writing Chapters 1 & 2
3. Self-Study: Data Collection
4. Self-Study: Writing Chapters 3 to 6
5. Self-Study: Review/Revisions
6. External Review
7. Quality Assurance Plan Development (needs to be signed off by the Dean and Provost)
8. Annual Follow-Up Reporting

It should take approximately **16 months from beginning of Self-Study to the submission of the Quality Assurance Plan**. The first Annual Follow-Up Report should be submitted one year after the approval of

the Quality Assurance Plan. The Annual Follow-Up Reporting continues until a program can demonstrate, to the satisfaction of the SSCPR, substantial completion of the Quality Assurance Plan.

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

Phases	Months																	
	Dec 22	Jan 23	Feb 23	Mar 23	Apr 23	May 23	June 23	July 23	Aug 23	Sep 23	Oct 23	Nov 23	Dec 23	Jan 24	Feb 24	Mar 24	Apr 24	May 24
1. Getting Started	■																	
Self-Study Phases:		▨	▨	▨	▨	▨	▨	▨	▨									
2. Self-Study: Curriculum Review and Writing Chapters 1 & 2		■	■	■														
3. Self-Study: Data Collection				■	■	■												
4. Self-Study: Writing Chapters 3 to 6					■	■	■	■	■	◈								
5. Self-Study Review/Revisions										■	◈							
6. External Review											■	■	■	◈				
7. Quality Assurance Plan development															■	■	■	◈
One Year Later																		
8. First Annual Follow-Up Report																		

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

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

PROPOSED TIMELINE FOR PROGRAM REVIEW: Bachelor of Fine Arts, Visual Arts, Diploma in Fine Arts, and Certificate in Fine Arts

PHASE 1	Month/Year	Tasks
GETTING STARTED	November 2022	• Manager, Quality Assurance sends Program Chair information about program review before the initial planning meeting.
	December 7, 2022	• Manager, Quality Assurance and Chair of SSCPR meet with Program Review Team to outline the purpose and process for program review and expectations for reports and timing.
	December 9, 2022	• Manager, Quality Assurance sends Program Review Team the guides and reporting templates.

PHASE 2	Month/Year	Tasks
SELF-STUDY: CURRICULUM REVIEW & WRITING CHAPTERS 1 & 2	January-March 2023	• Program Review Team conducts the curriculum review, which becomes part of the self-study report. • Support is available from Educational Consultants at the Teaching and Learning Commons. The Manager, Quality Assurance will provide an introduction. • Primary Author completes the first two chapters of the Self-Study Report, although other members of the program review team may be involved in the writing.

PHASE 3	Month/Year	Tasks
SELF-STUDY: DATA COLLECTION	March 2023	• Manager, Quality Assurance sends Program Review Team the administrative data report needed for the Self-Study Report. • Program Review Team submits additional administrative data requests, if needed, to the Manager, Quality Assurance.
	February-April 2023	• Program Review Team provides program-level learning outcomes for Quality Assurance Team to include in surveys. • Program Review Team provides additional type of information, if any, they want to collect through surveys. • Quality Assurance Team customizes surveys for students, alumni, faculty, discipline/sector and seeks feedback from Program Review Team. • Program Review Team submits names and contact information of discipline/sector representatives and faculty members to be surveyed.
	March 2023 April 2023	• Quality Assurance Team launches surveys for students • Quality Assurance Team launches surveys for alumni, faculty and discipline/sector representatives.
	May 2023	• Quality Assurance Team provides survey data reports.

PHASE 4	Month/Year	Tasks
SELF-STUDY: WRITING CHAPTERS 3 TO 6	April – August 2023	• Primary Author writes chapters 3-6 of the Self-Study Report in consultation with other faculty members of the program.
	1st week of September 2023	• Primary Author sends the completed Self-Study Report to Dean.
	3rd week of September 2023	• Primary Author completes revisions, if any, requested by the Dean and submits the report to SSCPR (5 weeks before the October meeting date).

PROPOSED TIMELINE FOR PROGRAM REVIEW: Bachelor of Fine Arts, Visual Arts, Diploma in Fine Arts, and Certificate in Fine Arts

PHASE 5	Month/Year	Tasks
SELF-STUDY REVIEW/REVISIONS	September 2023	• SSCPR members assigned to review Self-Study Report review the report and provide written feedback on necessary revisions.
	October 2023	• Primary Author completes revisions to the Self-Study Report and submits it to SSCPR (one week before the meeting).
	October 2023	• SSCPR reviews Self-Study Report at the October 2023 meeting.

PHASE 6	Month/Year	Tasks
EXTERNAL REVIEW SITE VISIT	September 2023	• Program Review Team sends names of potential external reviewers. • SSCPR selects external reviewers.
	October 2023	• Program Review Team, with the help of Manager, Quality Assurance, begins planning external review. • Dean invites two external reviewers. • SSCPR Chair appoints KPU faculty member to the panel.
	1st week of December 2023	• External review site visit, with participation of Program faculty, students, alumni and PAC members, takes place.
EXTERNAL REVIEW REPORT	January 2024	• External reviewers submit External Review Report.
	February 2024	• SSCPR reviews External Review Report at the February 2024 meeting. • Approved External Review Report is sent to Program Review Team and Dean.

PHASE 7	Month/Year	Tasks
QUALITY ASSURANCE PLAN DEVELOPMENT	February 2024	• Program Review Team beings writing Quality Assurance Plan in consultation with the Dean.
	April 2024	• Program Review Team and Dean meets with the Provost to discuss the Quality Assurance Plan.
	May 2024	• Program Review Team submits Quality Assurance Plan to the SSCPR.
	June 2024	• SSCPR reviews Quality Assurance Plan at the June 2024 meeting. • Approved Quality Assurance Plan along with the Annual Follow-Up template and guide are sent to the Program Review Team.

PHASE 8	Month/Year	Tasks
ANNUAL FOLLOW-UP REPORTING	June 2025	• Program Review Team submits first Annual Follow-Up Report. • SSCPR reviews Annual Follow-Up Report and decides whether the annual follow-up reporting should continue the following year.

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Agenda Number: 5.1
Meeting Date: March 15, 2023
Presenter(s): Allyson Rozell, Michael Nyenhuis, Brett Favaro

AGENDA TITLE: MATHEMATICS FIRST ANNUAL FOLLOW-UP REPORT

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION: THAT the Senate Standing Committee on Program Review accept the Mathematics First Annual Follow-Up Report as attached.

THAT the program submits another annual follow-up report next year.

COMMITTEE REPORT

For Secretariat Use Only

Attachments

Mathematics First Annual Follow-Up Report

Submitted by

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

Date submitted

February 24, 2023

Mathematics First Annual Follow-Up Report

Date Self-Study Report approved by SSCPR: Oct 28, 2020

Date of External Review Site Visit: March 10 & 11, 2021

Date Quality Assurance Plan approved by SSCPR: March 16, 2022

Date First Annual Follow-Up Report submitted: February 23, 2023

First Progress Report

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

STRATEGY 1: Information Sessions should be reinstated in conjunction with an appropriate publicity strategy.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 1:** Attract and retain more students.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
Info session with International (online); discuss frequency.	A. Rozell	6/21	8/23	Info session held and recorded, May 2021. Further action needed: consult on need for updates.
Hold yearly info session with Future Student Office (FSO)	A. Rozell	2/22	~~3/22~~ 9/23	Info session scheduled and cancelled, November 2021. Further action needed: consult on perceived demand.
Participate in annual outreach programs (Open Houses, Science Challenge, Science Rendezvous, etc.)	A. Rozell	2/22	5/23	In person events have resumed in the 22/23 year; Math attended the Open House October 1, Science Challenge November 19, Counsellors' Conference January 10, and will attend Science Rendezvous May 13.
Consult with local high schools regarding feasibility of in-school info sessions.	A. Rozell	3/22	~~5/22~~ 10/23	Possible contacts have been researched.

Mathematics First Annual Follow-Up Report

STRATEGY 2: Replace CPSC 3110 with new course: MATH 3110.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 1:** Attract and retain more students

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Write course outline for MATH 3110.	D. Anvari	12/21	2/22	**Complete**
Develop the course MATH 3110 (choose text, develop assignments, etc.).	D. Anvari	1/22	9/22	**Complete** Course offered in Fall 2022; informal student feedback is positive.

STRATEGY 3: Address DFWs in first year courses.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 1:** Attract and retain more students

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Request and examine DFW data; particular emphasis on success rates based on students' preparation, including grade received in prereq courses, and admission from MPT	A. Rozell	5/22	~~8/23~~ 8/24	Difficult to draw conclusions about any data during COVID. Need to identify specific questions to ask.
Improve placement testing: ALEKS implementation, determining cut scores	T. Boboricken, A. Rozell	1/22	4/22	**Complete** Updated Math Alternative Table implemented university-wide, with full implementation for September 2023.
Consult with Teaching & Learning regarding matching assessments to outcomes.	A. Rozell	5/23	8/24	Have made initial investigations into matching assessments to outcomes in undergraduate mathematics.
Explore broadening MAC support.	M. Nyenhuis	5/22	8/23	Further exploration to determine the most effective use of the MAC is needed. Students like the MAC; more detailed student input on its potential objectives may be helpful.
Develop and try out the techniques from Decoding the Discipline workshop to better support students.	A. Rozell, J. Bicep, A. Rapa, M. Hosseinyazdi	2/22	8/23	**Complete** The first workshop had some ideas on how to identify problem areas for students. Further workshops have not materialized, so individual instructors will continue to develop their own course materials.

STRATEGY 4: Explore costs and benefits of new delivery modes, online and blended, particularly with the aim of making courses more accessible, and providing better support to learners.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 1:** Attract and retain more students

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Review data from ad hoc faculty-administered surveys Spring 2020 and Fall 2021. Formulate recommendations	M. Nyenhuis	5/22	9/23	Data is under review.

STRATEGY 5: Explore opportunities for students to participate in the governance of the department.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 1:** Attract and retain more students

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Invite student(s) to next PAC meeting.	A. Rozell	2/22	5/22	**Complete** Student attended in May 2022 and January 2023; replacement student and new alumnus invited for May 2023.
Consider other options for student involvement, including possible Student Advisory Committee.	A. Rozell	3/22	6/22	**Complete** Student and alumni involvement will be encouraged in Math Seminars; at this time, small enrolment numbers do not support formation of a Student Advisory Committee.

STRATEGY 6: Address DFWs in MATH 1220 and MATH 2232, to increase retention of degree students.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 1:** Attract and retain more students

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
MATH 2232 support; from Math Assistance Centre (MAC) or from collaboration of instructors	V. Wei	5/22	8/24	MATH 1135 Problems and Concepts, which includes an introduction to proof-writing, will be taught each Fall as of Fall 2022, to help students succeed with the required proofs in MATH 2232.
MATH 1220 support; from MAC or from collaboration of instructors	A. Sanaei	5/22	8/24	Calculus support resources have been compiled and made available on the Math Faculty Moodle site.
Examine DFW data; particular emphasis on success rates based on students' preparation, including grade received in prereq courses	V. Wei	5/22	8/23	Difficult to draw conclusions about any data during COVID. Need to identify specific questions to ask.
Consult with Teaching & Learning regarding matching assessments to outcomes.	A. Sanaei	5/22	8/25	Have made initial investigations into matching assessments to outcomes in undergraduate mathematics.
Explore broadening MAC support	M. Nyenhuis	5/22	8/24	Further exploration to determine the most effective use of the MAC is needed. Students like the MAC; more detailed student input on its potential objectives may be helpful.

STRATEGY 7: Offer key courses more frequently.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 1:** Attract and retain more students

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Rework schedule of course offerings, with increased course offerings: MATH 3120, MATH 3315, MATH 3421, MATH 4240 should be offered at least once a year (these are used in all concentrations). Add additional sections for other degree courses as indicated by enrolment. Consult with dean's office regarding adding sections or transferring sections from other courses.	A. Rozell	5/22	6/22	**Complete** Course plan restructured and distributed to students.

STRATEGY 8: Make use of expertise from Academic and Career Prep (ACP) instructors, who have joined the Math Department, to help struggling students in 1st year courses.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 1:** Attract and retain more students

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Explore ways of overcoming barriers, structuring assessment to better enable success, and other teaching methods to help students.	T. Boboricken	5/22	~~12/23~~ 8/24	Have explored and made use of multiple online resources, including online homework such as ALEKS.

STRATEGY 9: Liaise with high school math teachers to understand incoming students and new curriculum better.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 1:** Attract and retain more students

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Meet with high school math teachers in Surrey, Langley, etc.	A. Rozell, T. Boboricken	5/22	9/24	Have examined new curriculum, discussed changes to high school grading.

STRATEGY 10: Increase experiential learning opportunities and expand opportunities to mentor student research.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 1:** Attract and retain more students

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Explore more experiential opportunities in current courses. Consult with Career Development Centre, Teaching & Learning experiential specialists, and Lin Hammill, emerita math faculty.	T. Boboricken	5/22	9/24	Have met with Practicum Meeting Group.
Compile online resource relating to experiential and project-based learning in math.	A. Rozell	5/22	9/23	Have begun collecting project resources on Math Faculty Moodle site.
Explore ways to support student research	A. Sanaei	5/22	9/24	Have discussed with FSH Research committee ways to facilitate hiring student research assistants. Hiring of a research assistant in math is underway, and we assisted one of our math students getting hired with the Institute for Sustainable Horticulture.

STRATEGY 11: Implement more Universal Design for Learning (UDL).

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 1:** Attract and retain more students

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Consult with Teaching & Learning and FSH Teaching and Learning Committee regarding a workshop, particularly for 1st and 2nd year MATH courses.	D. Anvari, A. Rozell	5/23	~~9/23~~ 9/24	Have been meeting with KPU UDL Community of Practice to discuss ideas.

STRATEGY 12: Increase student awareness of career services at KPU.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 2:** Improve transitions for graduating students

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Discuss with advisors to determine when orientations should be offered, at multiple stages of the program, to help prepare to find work or go to grad school.	A. Rozell	2/22	~~3/22~~ 6/23	General ideas have been discussed; more detailed plans need to be made.
Develop appropriate orientations.	A. Rozell	2/22	~~9/22~~ 10/23	
Implement appropriate orientations.	A. Rozell	1/23	~~4/23~~ 4/24	

STRATEGY 13: Improve students' soft skills, particularly in mathematics education concentration.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 2:** Improve transitions for graduating students

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Consult with academic advisors and plan development of additional supports with appropriate timelines.	A. Rozell	4/22	~~9/22~~ 6/24	Further consultation is needed.

STRATEGY 14: Implement a formal process to maintain connections with alumni.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 2:** Improve transitions for graduating students

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Consult with Alumni Office and Alumni Association to set up tracking, and a process to maintain connections.	A. Rozell	11/22	2/23	Connection with many alumni has been made through LinkedIn. Coordination with Alumni Office is still needed.

STRATEGY 15: Invite a panel of recent graduates to speak to current students about experiences

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 2:** Improve transitions for graduating students

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Set up a seminar with panel of recent graduates	A. Rozell	12/22	~~2/23~~ 2/24	More connections with graduates are needed, and more advance planning to set up seminar.

STRATEGY 16: Add a work placement or co-op component to the program to build better connections to the discipline/sector.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 2:** Improve transitions for graduating students

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Revamp degree program to include optional Co-op	A. Rozell	2/22	~~6/23~~ 6/24	Information on Co-op requirements is being gathered.
Consult with Learning Centre regarding possible options for documenting the training and contribution of peer tutors to better support transition to their future academic or career pursuits.	A. Rozell	5/23	8/24	

STRATEGY 17: Offer additional pure math courses.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 2:** Improve transitions for graduating students

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Explore sharing upper level, rarely offered courses with UFV, likely online.	M. Nyenhuis	9/21	12/22	**Complete** Administrative complexity is prohibitive.
Explore offering courses that combine more than one course; e.g. a Set Theory course that combines an introductory stream with a more advanced stream, so it can be listed as both a 1st year and a 3rd year course.	M. Nyenhuis, A. Rozell	5/22	~~9/23~~ 9/25	MATH 1135 Problems and Concepts was run with a small class for the first time Fall 2022. If it continues to have small enrolment, an upper-level Set Theory course could potentially be run with it. Curricular and administrative details need to be worked out.
Develop new course "Topics in Combinatorics"	A. Sanaei	5/22	~~1/24~~ 1/25	Initial exploration has begun.

STRATEGY 18: Work with Math Liaison Librarian to identify courses to receive library instruction sessions.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL *3*:** Update program to maintain relevance.

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 Math Liaison Librarian to identify courses to receive library instruction sessions.	A. Rozell	1/22	9/22	**Complete** Present courses needing instruction sessions include MATH 3450 History of Math and MATH 4130 Theory of Mathematics Education. MATH 4350 Senior Project will continue to use individualized instruction.

STRATEGY 19: Consult with university librarian regarding MathSciNet.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 3:** Update program to maintain relevance.

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 university librarian regarding MathSciNet.	J. Bicep	12/21	1/22	**Complete** Library has provided MathSciNet for general use.

STRATEGY 20: Reactivate and expand Program Advisory Committee.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 3:** Update program to maintain relevance.

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
Set up PAC meeting.	A. Rozell	2/22	6/23	**Complete** Meetings held May 18, 2022; January 18, 2023; scheduled for May 25, 2023.
Invite new members, guests.	A. Rozell	2/22	6/23	**Complete** Replacement student and alumni members nominated.
Ask for input on curriculum, as a whole, and cycling through individual courses.	A. Rozell	2/22	6/23	**Continuing** Agenda for next meeting will include examining statistics courses.

STRATEGY 21: Include more emphasis on lesson planning in Math 3130.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 3:** Update program to maintain relevance.

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
Include more emphasis on lesson planning in MATH 3130, giving specific lesson plan formats to better prepare students for teacher preparation programs.	A. Rozell	5/22	~~9/22~~ 5/25	More detail on lesson planning has been included. NEW: Include content directly related to current BC mathematics curriculum.

STRATEGY 22: Include Python programming.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 3:** Update program to maintain relevance.

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 whether Python can be incorporated into existing courses (probably into MATH 3140).	M. Nyenhuis	5/22	9/22	**Complete** Python will be added to MATH 3140 for Fall 2025, replacing Maple content.
If not, develop new course with Python programming.	M. Nyenhuis	5/22	9/23	**Complete**

STRATEGY 23: Add to program: additional courses in statistics and probability; data science; introductory courses on proofs and logic; and computational math.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 3:** Update program to maintain relevance.

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
Revamp degree program to include stats/data analysis concentration	A. Rozell	5/22	~~6/23~~ 6/24	Investigation into outside programs and potential requirements continues. In Spring 2023, a Special Topics course is being offered in Data Analysis.
Develop Post-Bacc stats/data analysis	A. Rozell	5/22	6/24	
Develop Minor stats/data analysis	A. Rozell	5/22	6/25	

STRATEGY 24: Find ways to support instructors in keeping up-to-date.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 3:** Update program to maintain relevance.

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 appropriate professional development opportunities and encourage instructors to apply for appropriate educational leaves and support.	A. Sanaei	5/22	9/25	List of professional development opportunities has been assembled and posted on Math Faculty Moodle site.

PROGRAM UNDER REVIEW: Mathematics

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 Math team for your efforts to realize the strategies. A number of items have been completed, but there are important initiatives that need more time to see progress, for example, requesting and analyzing data on DFW rates, developing an orientation, improving students' soft skills, making connections with graduates, adding a work placement, and developing Post-Bacc courses and minor. Also, it would be helpful if some of the notes could be more fully explained.

Reviewer #2: Clearly articulated progress, dates, and leads/point-people

Reviewer #3: This is good first report with some admirable progress being reported. A few fields need to be detailed but this should involve only modest edits.

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

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

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

Issue (page #)	Suggested Action	Program's Response
1.A. p.1 line 1. – info sessions "further action need: consult on need for updates" – I'm not clear. Will you have more info sessions?	Since having info sessions is a strategy, it seems worthwhile to have regular info sessions.	*With an international audience, a recorded session has advantages over a live one, so we'll need to discuss with International to see how often it should be updated.*
1.D. p. 1 line 4 – consult with local high schools. In notes you mention possible contact have been researched.	Note next steps for consultations	*Next steps: Connect with local contacts to discuss possibilities.*
3.A. Strategy 3, Step 1 (3.1), alos 6.3	The way this is worded sounds like something of a dead end, what will happen	*Need to identify specific questions to ask, exactly what data is needed, and request this data from Office of*

Issue (page #)	Suggested Action	Program's Response
	to make progress?	*Planning and Accountability (OPA). Goal: request data by 10/23.1.A.*
4.A. p. 3 strategy 4 – under progress to date "data is under review"	Can you note next steps?	While students indicate they prefer asynchronous online courses, the things they find most useful are in-person help or instruction, and other good teaching practices such as providing descriptions of what has been learned each week, having lots of worked exercises, either in print or in video, giving lots of examples and exercises, and having curated links to external resources. A cost that has been identified is the difficulty in policing online tests, with the resulting inability to ensure that grades received reflect a student's knowledge of the course material. The math department has handled this one by requiring that all courses have in-person tests and finals, except under special circumstances. Specific recommendations need to be clarified both for scheduling and for instructional techniques (to be distributed to instructors).
6.C. p. 4 strategy 6 – address DFWs line 3 under notes "difficult to draw conclusions about any data during COVID…" – need to identify questions	Was data requested and examined but you couldn't draw conclusion? Can you note when you might identify questions and request new data?	**Need to identify specific questions to ask*, exactly what data is needed, and request this data from Office of Planning and Accountability (OPA). Goal: request data by 10/23.*
6.D. p. 4 line 4 –Consult T&L regarding matching assessments to outcomes, you mention in notes that you "have made initial investigations… ." This is general.	Can you note what the next steps might be?	*Next Steps: Teaching & Learning's Foundations in Teaching Excellence Learning online Assessment Modules*
8.A. p. 5 strategy 8, under notes "have explored and made use of multiple online resources…" Seem vague.	Can you expand? How is this helping struggling students in 1st year? Are all faculty involved in something? Is this something offered to all students?	*The adaptive lessons in ALEKS automatically provide additional practice in areas where needed. Three instructors have been using ALEKS this year. Next step: Informally collect data from students and instructors as to whether the students found it useful and whether it*

Issue (page #)	Suggested Action	Program's Response
		increased their understanding.
9.A. p. 5 strategy 9 - liaise with HS teachers. Step indicate to meet with HS teachers. Notes indicate that you have examined new curriculum and discussed.	Discussed with whom? Did you meet with the HS teachers? Are you planning to meet with them?	*Next step: Connect with contacts in high schools to find out how the recent changes have affected day-to-day teaching and students' experiences and skills.*
9.A. 5 – Strategy 9	Was this with the high school or internal to KPU?	See above.
10.A. p. 5 strategy 10 line 1 "Have met with Practicum Meeting Group"	Is the PMG composed of all the depts listed in step?	**Have met with Practicum Meeting Group**, *a group originally based on those running Practicums in the Faculty of Arts, which has expanded to a variety of experiential learning programs across the university.*
12.B & C 6 – Strategy 12	No updates; rationales are missing	Each are dependent on completion of the previous.
16.A. p. 7 strategy 16 – add a work placement or co-op	Adding some milestones in notes can help move initiative along.	*The Health Science Program is in process of making a similar change, so consulting* with Cayley Velazquez about the details of the change would be a good next step.
16.B. 7 – Strategy 16	No update; rationale is missing	N/A Task not yet scheduled to start.
23.B & C 10 – Strategy 23	No updates; rationales are missing	*Hiring in process for subject matter specialist.*
12.B, 12.C, 16.B, 23.B, 23.C	These should be filled in.	See above.
17.C Strategy 17, line 3 – develop "Topics in Combinatorics" , notes indicate "initial exploration has begun."	Adding sub steps/milestones can help move initiative along.	*Topics will be selected in May/June23 with details added in May/June24.*

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 #)
2: As this is the first instance of MAC appearing in the document, the full name of the Math Assistance Centre should be spelled out. Currently the full name first appears on page 4.
3.4, 6.2, 6.5 Spell out MAC, please, I am uncertain of this acronym.

Mathematics First Annual Follow-Up Report

Date Self-Study Report approved by SSCPR: Oct 28, 2020

Date of External Review Site Visit: March 10 & 11, 2021

Date Quality Assurance Plan approved by SSCPR: March 16, 2022

Date First Annual Follow-Up Report submitted: February 23, 2023

First Progress Report

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

STRATEGY 1: Information Sessions should be reinstated in conjunction with an appropriate publicity strategy.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 1:** Attract and retain more students.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
A. Info session with International (online); discuss frequency.	A. Rozell	6/21	8/23	Info session held and recorded, May 2021. Further action needed: consult on need for updates. With an international audience, a recorded session has advantages over a live one, so we'll need to discuss with International to see how often it should be updated.
B. Hold yearly info session with Future Student Office (FSO)	A. Rozell	2/22	~~3/22~~ 9/23	Info session scheduled and cancelled, November 2021. Further action needed: consult on perceived demand.
C. Participate in annual outreach programs (Open Houses, Science Challenge, Science Rendezvous, etc.)	A. Rozell	2/22	5/23	In person events have resumed in the 22/23 year; Math attended the Open House October 1, Science Challenge November 19, Counsellors' Conference January 10, and will attend Science Rendezvous May 13.
D. Consult with local high schools regarding feasibility of in-school info sessions.	A. Rozell	3/22	~~5/22~~ 10/23	Possible contacts have been researched. Next steps: Connect with local contacts to discuss possibilities.

Mathematics First Annual Follow-Up Report

STRATEGY 2: Replace CPSC 3110 with new course: MATH 3110.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 1:** Attract and retain more students

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
A. Write course outline for MATH 3110.	D. Anvari	12/21	2/22 **Complete**	
B. Develop the course MATH 3110 (choose text, develop assignments, etc.).	D. Anvari	1/22	9/22 **Complete**	Course offered in Fall 2022; informal student feedback is positive.

STRATEGY 3: Address DFWs in first year courses.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 1:** Attract and retain more students

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
A. Request and examine DFW data; particular emphasis on success rates based on students' preparation, including grade received in prereq courses, and admission from MPT	A. Rozell	5/22	~~8/23~~ 8/24	Difficult to draw conclusions about any data during COVID. Need to identify specific questions to ask, exactly what data is needed, and request this data from Office of Planning and Accountability (OPA). Goal: request data by 10/23.
B. Improve placement testing: ALEKS implementation, determining cut scores	T. Boboricken, A. Rozell	1/22	4/22 **Complete**	Updated Math Alternative Table implemented university-wide, with full implementation for September 2023.
C. Consult with Teaching & Learning regarding matching assessments to outcomes.	A. Rozell	5/23	8/24	Have made initial investigations into matching assessments to outcomes in undergraduate mathematics.
D. Explore broadening Math Assistance Centre (MAC) support.	M. Nyenhuis	5/22	8/23	Further exploration to determine the most effective use of the MAC is needed. Students like the MAC; more detailed student input on its potential objectives may be helpful.
E. Develop and try out the techniques from Decoding the Discipline workshop to better support students.	A. Rozell, J. Bicep, A. Rapa, M. Hosseinyazdi	2/22	8/23 **Complete**	The first workshop had some ideas on how to identify problem areas for students. Further workshops have not materialized, so individual instructors will continue to develop their own course materials.

Mathematics First Annual Follow-Up Report

STRATEGY 4: Explore costs and benefits of new delivery modes, online and blended, particularly with the aim of making courses more accessible, and providing better support to learners.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 1:** Attract and retain more students

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
A. Review data from ad hoc faculty-administered surveys Spring 2020 and Fall 2021. Formulate recommendations	M. Nyenhuis	5/22	9/23	Data is under review. *While students indicate they prefer asynchronous online courses, the things they find most useful are in-person help or instruction, and other good teaching practices such as providing descriptions of what has been learned each week, having lots of worked exercises, either in print or in video, giving lots of examples and exercises, and having curated links to external resources.* *A cost that has been identified is the difficulty in policing online tests, with the resulting inability to ensure that grades received reflect a student's knowledge of the course material. The math department has handled this one by requiring that all courses have in-person tests and finals, except under special circumstances. Specific recommendations need to be clarified both for scheduling and for instructional techniques (to be distributed to instructors).*

STRATEGY 5: Explore opportunities for students to participate in the governance of the department.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 1:** Attract and retain more students

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
A. Invite student(s) to next PAC meeting.	A. Rozell	2/22	5/22 **Complete**	Student attended in May 2022 and January 2023; replacement student and new alumnus invited for May 2023.
B. Consider other options for student involvement, including possible Student Advisory Committee.	A. Rozell	3/22	6/22 **Complete**	Student and alumni involvement will be encouraged in Math Seminars; at this time, small enrolment numbers do not support formation of a Student Advisory Committee.

Mathematics First Annual Follow-Up Report

STRATEGY 6: Address DFWs in MATH 1220 and MATH 2232, to increase retention of degree students.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 1:** Attract and retain more students

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
A. MATH 2232 support; from Math Assistance Centre (MAC) or from collaboration of instructors	V. Wei	5/22	8/24	MATH 1135 Problems and Concepts, which includes an introduction to proof-writing, will be taught each Fall as of Fall 2022, to help students succeed with the required proofs in MATH 2232.
B. MATH 1220 support; from MAC or from collaboration of instructors	A. Sanaei	5/22	8/24	Calculus support resources have been compiled and made available on the Math Faculty Moodle site.
C. Examine DFW data; particular emphasis on success rates based on students' preparation, including grade received in prereq courses	V. Wei	5/22	~~8/23~~ 8/24	Difficult to draw conclusions about any data during COVID. Need to identify specific questions to ask, exactly what data is needed, and request this data from Office of Planning and Accountability (OPA). Goal: request data by 10/23.
D. Consult with Teaching & Learning regarding matching assessments to outcomes.	A. Sanaei	5/22	8/25	Have made initial investigations into matching assessments to outcomes in undergraduate mathematics. Next Steps: Teaching & Learning's Foundations in Teaching Excellence Learning online Assessment Modules
E. Explore broadening MAC support	M. Nyenhuis	5/22	8/24	Further exploration to determine the most effective use of the MAC is needed. Students like the MAC; more detailed student input on its potential objectives may be helpful.

STRATEGY 7: Offer key courses more frequently.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 1:** Attract and retain more students

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
A. Rework schedule of course offerings, with increased course offerings: MATH 3120, MATH 3315, MATH 3421, MATH 4240 should be offered at least once a year (these are used in all concentrations). Add additional sections for other degree courses as indicated by enrolment. Consult	A. Rozell	5/22	6/22 **Complete**	Course plan restructured and distributed to students.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
with dean's office regarding adding sections or transferring sections from other courses.				

STRATEGY 8: Make use of expertise from Academic and Career Prep (ACP) instructors, who have joined the Math Department, to help struggling students in 1st year courses.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 1:** Attract and retain more students

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
A. Explore ways of overcoming barriers, structuring assessment to better enable success, and other teaching methods to help students.	T. Boboricken	5/22	~~12/23~~ 8/24	Have explored and made use of multiple online resources, including online homework such as ALEKS. The adaptive lessons in ALEKS automatically provide additional practice in areas where needed. Three instructors have been using ALEKS this year. Next step: Informally collect data from students and instructors as to whether the students found it useful and whether it increased their understanding.

STRATEGY 9: Liaise with high school math teachers to understand incoming students and new curriculum better.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 1:** Attract and retain more students

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
A. Meet with high school math teachers in Surrey, Langley, etc.	A. Rozell, T. Boboricken	5/22	9/24	Have examined new curriculum, discussed changes to high school grading. Next step: Connect with contacts in high schools to find out how the recent changes have affected day-to-day teaching and students' experiences and skills.

Mathematics First Annual Follow-Up Report

STRATEGY 10: Increase experiential learning opportunities and expand opportunities to mentor student research.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 1:** Attract and retain more students

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
A. Explore more experiential opportunities in current courses. Consult with Career Development Centre, Teaching & Learning experiential specialists, and Lin Hammill, emerita math faculty.	T. Boboricken	5/22	9/24	Have met with Practicum Meeting Group, a group originally based on those running Practicums in the Faculty of Arts, which has expanded to a variety of experiential learning programs across the university.
B. Compile online resource relating to experiential and project-based learning in math.	A. Rozell	5/22	9/23	Have begun collecting project resources on Math Faculty Moodle site.
C. Explore ways to support student research	A. Sanaei	5/22	9/24	Have discussed with FSH Research committee ways to facilitate hiring student research assistants. Hiring of a research assistant in math is underway, and we assisted one of our math students getting hired with the Institute for Sustainable Horticulture.

STRATEGY 11: Implement more Universal Design for Learning (UDL).

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 1:** Attract and retain more students

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
A. Consult with Teaching & Learning and FSH Teaching and Learning Committee regarding a workshop, particularly for 1st and 2nd year MATH courses.	D. Anvari, A. Rozell	5/23	~~9/23~~ 9/24	Have been meeting with KPU UDL Community of Practice to discuss ideas.

STRATEGY 12: Increase student awareness of career services at KPU.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 2:** Improve transitions for graduating students

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
A. Discuss with advisors to determine when orientations should be offered, at multiple stages of the program, to help prepare to find work or go to grad school.	A. Rozell	2/22	~~3/22~~ 6/23	General ideas have been discussed; more detailed plans need to be made.
B. Develop appropriate orientations.	A. Rozell	2/22	~~9/22~~ 10/23	Dependent on completion of 12.A.
C. Implement appropriate orientations.	A. Rozell	1/23	~~4/23~~ 4/24	Dependent on completion of 12.B.

STRATEGY 13: Improve students' soft skills, particularly in mathematics education concentration.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 2:** Improve transitions for graduating students

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
A. Consult with academic advisors and plan development of additional supports with appropriate timelines.	A. Rozell	4/22	~~9/22~~ 6/24	Further consultation is needed.

STRATEGY 14: Implement a formal process to maintain connections with alumni.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 2:** Improve transitions for graduating students

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
A. Consult with Alumni Office and Alumni Association to set up tracking, and a process to maintain connections.	A. Rozell	11/22	2/23	Connection with many alumni has been made through LinkedIn. Coordination with Alumni Office is still needed.

STRATEGY 15: Invite a panel of recent graduates to speak to current students about experiences

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 2:** Improve transitions for graduating students

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
A. Set up a seminar with panel of recent graduates	A. Rozell	12/22	~~2/23~~ 2/24	More connections with graduates are needed, and more advance planning to set up seminar.

STRATEGY 16: Add a work placement or co-op component to the program to build better connections to the discipline/sector.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 2:** Improve transitions for graduating students

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
A. Revamp degree program to include optional Co-op	A. Rozell	2/22	~~6/23~~ 6/24	Information on Co-op requirements is being gathered. The Health Science Program is in process of making a similar change, so consulting with Cayley Velazquez about the details of the change would be a good next step.
B. Consult with Learning Centre regarding possible options for documenting the training and contribution of peer tutors to	A. Rozell	5/23	8/24	

better support transition to their future academic or career pursuits.				

STRATEGY 17: Offer additional pure math courses.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 2:** Improve transitions for graduating students

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
A. Explore sharing upper level, rarely offered courses with UFV, likely online.	M. Nyenhuis	9/21	12/22 **Complete**	Administrative complexity is prohibitive.
B. Explore offering courses that combine more than one course; e.g. a Set Theory course that combines an introductory stream with a more advanced stream, so it can be listed as both a 1st year and a 3rd year course.	M. Nyenhuis, A. Rozell	5/22	9/23 9/25	MATH 1135 Problems and Concepts was run with a small class for the first time Fall 2022. If it continues to have small enrolment, an upper-level Set Theory course could potentially be run with it. Curricular and administrative details need to be worked out.
C. Develop new course "Topics in Combinatorics"	A. Sanaei	5/22	1/24 1/25	Initial exploration has begun. Topics will be selected in May/June23 with details added in May/June24.

STRATEGY 18: Work with Math Liaison Librarian to identify courses to receive library instruction sessions.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL *3*:** Update program to maintain relevance.

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
A. Work with Math Liaison Librarian to identify courses to receive library instruction sessions.	A. Rozell	1/22	9/22 **Complete**	Present courses needing instruction sessions include MATH 3450 History of Math and MATH 4130 Theory of Mathematics Education. MATH 4350 Senior Project will continue to use individualized instruction.

STRATEGY 19: Consult with university librarian regarding MathSciNet.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 3:** Update program to maintain relevance.

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
A. Consult with university librarian regarding MathSciNet.	J. Bicep	12/21	1/22 **Complete**	Library has provided MathSciNet for general use.

STRATEGY 20: Reactivate and expand Program Advisory Committee.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 3:** Update program to maintain relevance.

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
A. Set up PAC meeting.	A. Rozell	2/22	6/23 **Complete**	Meetings held May 18, 2022; January 18, 2023; scheduled for May 25, 2023.
B. Invite new members, guests.	A. Rozell	2/22	6/23 **Complete**	Replacement student and alumni members nominated.
C. Ask for input on curriculum, as a whole, and cycling through individual courses.	A. Rozell	2/22	6/23 **Continuing**	Agenda for next meeting will include examining statistics courses.

STRATEGY 21: Include more emphasis on lesson planning in Math 3130.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 3:** Update program to maintain relevance.

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
A. Include more emphasis on lesson planning in MATH 3130, giving specific lesson plan formats to better prepare students for teacher preparation programs.	A. Rozell	5/22	~~9/22~~ 5/25	More detail on lesson planning has been included. NEW: Include content directly related to current BC mathematics curriculum.

Mathematics First Annual Follow-Up Report

STRATEGY 22: Include Python programming.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 3:** Update program to maintain relevance.

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
A. Explore whether Python can be incorporated into existing courses (probably into MATH 3140).	M. Nyenhuis	5/22	9/22 **Complete**	Python will be added to MATH 3140 for Fall 2025, replacing Maple content.
B. If not, develop new course with Python programming.	M. Nyenhuis	5/22	9/23 **Complete**	

STRATEGY 23: Add to program: additional courses in statistics and probability; data science; introductory courses on proofs and logic; and computational math.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 3:** Update program to maintain relevance.

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
A. Revamp degree program to include stats/data analysis concentration	A. Rozell	5/22	~~6/23~~ 6/24	Investigation into outside programs and potential requirements continues. In Spring 2023, a Special Topics course is being offered in Data Analysis. Hiring in process for subject matter specialist.
B. Develop Post-Bacc stats/data analysis	A. Rozell	5/22	6/24	Hiring in process for subject matter specialist.
C. Develop Minor stats/data analysis	A. Rozell	5/22	6/25	Hiring in process for subject matter specialist.

STRATEGY 24: Find ways to support instructors in keeping up-to-date.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 3:** Update program to maintain relevance.

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
A. Identify appropriate professional development opportunities and encourage instructors to apply for appropriate educational leaves and support.	A. Sanaei	5/22	9/25	List of professional development opportunities has been assembled and posted on Math Faculty Moodle site.

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Agenda Number: 5.2
Meeting Date: March 15, 2023
Presenter(s): Jessica Bayntun, Andhra Goundrey

AGENDA TITLE: TECHNICAL APPAREL DESIGN SECOND ANNUAL FOLLOW-UP REPORT

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION: THAT the Senate Standing Committee on Program Review accept the Technical Apparel Design Second Annual Follow-Up Report as attached.

THAT the program submits another annual follow-up report next year.

COMMITTEE REPORT

For Secretariat Use Only

Attachments

Technical Apparel Design Second Annual Follow-Up Report

Submitted by

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

Date submitted

February 24, 2023

Technical Apparel Design Second Annual Follow-Up Report

Date Self-Study Report approved by SSCPR: January 18, 2020

Date of External Review Site Visit : September 24 & 25, 2020

Date Quality Assurance Plan approved by SSCPR: January 27, 2021

Date First Annual Follow-Up Report approved by SSCPR: February 16, 2022

Date Second Annual Follow-Up Report submitted: Feb 22, 2023

Second Progress Report

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

STRATEGY 1: Update all existing course outlines and create course outlines for three new proposed courses.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: #1 - Update all current courses for relevancy and currency. Develop and implement three new courses into the Fall 2021 curriculum including a technical drawing course, an advanced pattern drafting and sewing course, and an optional career development/work experience course.

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
Update all existing Technical Apparel Design courses for relevancy and currency.	Faculty	Dec 2020	Jan 2021	Complete (Jan 2021)
Create new course outlines for three new proposed courses: Technical Drawing, Career Prep, Work Experience.	Faculty and Chair	Dec 2020	Jan 2021	Complete (Feb 2021)
The Curriculum Committee approves all course updates and new course outlines.	Chair	Dec 2020	Feb 2021	Complete (Feb 17, 2021- Approved by the Design Curriculum Committee)
SSCC approves all updates and new courses.	Chair	Dec 2020	Mar 2021	Complete (March 10, 2021- Approved by SSCC committee)
Senate approves all updates and new courses.	Chair	Dec 2020	Mar 2021	Complete (March 22, 2021- Approved by Senate)
Update website and marketing materials to reflect curriculum changes for Fall 2021 cohort.	Program Assistant	Dec 2020	Mar 2021	Complete (March 2021)

Technical Apparel Design Second Annual Follow-Up Report

STRATEGY 2: Hire up to two new Instructors to join the Technical Apparel Design faculty.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: #2 - Diversify faculty by hiring up to two new Instructors to teach in the Technical Apparel Design 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
Draft call out for new Instructors in the Technical Apparel Design program (internal search).	Chair	Feb 2021	Mar 2021	Complete (April 2021)
DETA Search Committee conducts interviews to vet possible new Instructors (internal search).	DETA Hiring Committee	Mar 2021	Apr 2021	Complete (May 2021)
Draft call out for new Instructors in the Technical Apparel Design program (external search).	Chair	Apr 2021	Apr 2021	Move to Feb 2022- The Internal search satisfied the needs of the possible new instructors for the workload needs for 2021-2022 Complete (April 2022) QFL search satisfied the needs for workload needs for 2022-2023
DETA Search Committee conducts interviews to vet possible new Instructors (external search).	DETA Hiring Committee	May 2021	May 2021	Move to Feb 2022 - The Internal search satisfied the needs of the possible new instructors for the workload needs for 2021-2022 Complete (April 2022) QFL search satisfied the needs for workload needs for 2022-2023
Technical Apparel Design hires up to two new Instructors to teach in the program starting in the Spring 2022 semester.	Chair, WSD Dean	Sep 2021	Sep 2021	Complete (Sept 2021) for the first year of the rollout

STRATEGY 3: Develop program initiatives that increase interaction between our Advisory Committee/tech apparel industry members and our students.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: #3 - Develop stronger connections between our Advisory Committee/tech apparel industry members and our students.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Explore new ways to have our Advisory Committee/tech apparel industry engage with our students on a regular, consistent basis.	Chair	Jan 2021	Dec 2021	Complete (Dec 2021) Mentorship program created which pairs students with advisory board members on capstone development.
Assess the current Mentorship program and determine how to formalize and enhance it.	Chair	Jan 2021	Apr 2021	Complete (April 2021) Mentorship program format and expectations
Develop an acknowledgement program for the service of our Advisory Committee and industry members.	Chair	Jan 2021	Dec 2021	Extended to April 2022

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
				Complete (Nov 2022) Program has developed a revised schedule for in-person events and is currently working with the WSD on acknowledgment through the cross-program yearend event (April 2023)
Capture all activities between the Advisory Committee/industry to use for marketing initiatives.	Chair	Jan 2021	Dec 2021	Extended to April 2022: Align with AC1- possibilities to centralize in the dean's office Complete (April 2022)

STRATEGY 4: Launch Technical Apparel Design International Field School.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: #4 - Create a Technical Apparel Design International Field School by 2023.

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 other Wilson School of Design field schools.	Chair	Sep 2021	Nov 2021	Complete (Dec 2021)
Draft Technical Apparel Design field school proposal.	Chair	Jan 2022	May 2022	On Track (Feb 2022) proposal for international field school experience. Revised completion date (Dec 2023). This course has been submitted for review, Feb 2023, to the WSD Curriculum committee to be proposed as a 'DESN' designation. This 'open access' course offering will allow a wider range of apparel design students to participate in Field School initiatives.
WSD Curriculum Committee approves course outline.	Chair	Feb 2022	Mar 2022	
SSCC approves course outline.	Chair	Mar 2022	Mar 2022	
Senate approves course outline.	Chair	Apr 2022	Apr 2022	
Update website and marketing materials to reflect curriculum changes for Fall 2021 cohort.	Program Assistant	May 2022	May 2022	

STRATEGY 5: Consult with all stakeholders affected by increased access and support to labs; develop and implement this plan.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: #5 - Increase access (longer hours) and support (prototype/production lab technicians available to help students, while labs are open) for students when they use the Wilson School of Design labs.

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 other Wilson School of Design programs, the WSD Operations Committee, Faculty Council, and the Dean's Office to determine everyone's needs for increased access and support to labs.	Chair	Jan 2021	May 2021	Complete (May 2021)
Develop a plan with all relevant stakeholders that will increase access and support to labs for all WSD students.	Chair	Jan 2021	May 2021	Complete (Sept 2021) Online Student Training modules and increased number of equipment training sessions
Implement new plan via Dean's Office hiring process.	Chair	Sep 2021	Sep 2021	Complete (Sept 2021) Aligned with other WSD programs

STRATEGY 6: Create pathways for our graduates to pursue their master's degree.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: #6 - Develop articulation agreements that define pathways for our graduates to pursue a related master's degree program with up to three academic institutions.

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 previous communications with Heriot-Watt University. Evaluate whether they are still an appropriate post-Secondary University to form an articulation agreement with, that would enable our students to complete a master's degree at their institution.	Chair	Sep 2021	Sep 2021	Revised completed by date (March 2022): delayed due to changes in program chair and prioritization of initiatives. Revised completion date (Dec 2023). Due to retirements in the program 4 new faculty were hired and onboarded to replace vacancies resulting in a shift of program prioritization.
Research and identify up to three post-secondary institutions that offer related master's degree programs.	Chair	Sep 2021	Dec 2021	Completed (Dec 2021)
Develop articulation agreements with up to three academic institutions.	Chair, WSD Dean	Jan 2022	Sep 2022	On Track (Jan 2022) Reviewing program graduate outcomes, course offerings and program models in detail. Revised completion date (Mar 2024). Currently working with the Deans office to review institutions which are aligned with the Wilson School of

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
				design's strategic plan in conjunction with the WSD strategic initiative report on graduate studies completed April 2022.
Develop communications strategy to inform students and potential applicants of this opportunity.	Chair	Sep 2022	Dec 2022	

STRATEGY 7: Increase enrolment using a new marketing strategy.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: #7 - Develop and implement a new marketing strategy that will result in increased enrolment.

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
Further research whether a program name change is necessary.	Chair	Jan 2021	Apr 2021	Complete (April 2021)
List all program factors that would contribute to increased enrolment.	Chair	Jan 2021	Apr 2021	Complete (Dec 15, 2021) Faculty meeting
Develop a marketing strategy for the Technical Apparel Design program.	Chair	Sep 2021	Dec 2021	Completed (Jan 2022) Initial marketing strategy developed with FSO and International Recruitment
Review strategy and consult with the WSD Communications team and the KPU Marketing team.	Chair	Jan 2022	Mar 2022	On Track- Finalize marketing materials (Feb 2022) and host information sessions with International Recruitment (Feb 2022) Complete (Mar 2022)

PROGRAM UNDER REVIEW: Technical Apparel 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: Overall, the program has done a great job in completing the majority of the steps in their action plan, though I have identified some areas where clarification and extra information is needed.

Reviewer #2: The report makes it clear that the program has made progress on many of the goals laid out in the first annual report.

Reviewer #3: Mostly complete with two exceptions

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

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

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

Issue (page #)	Suggested Action	Program's Response
p. 2 "Develop an acknowledgement program for the service of our Advisory Cttee members"	Says "extended to April 2022" – a comment on progress since then would be helpful	"**Complete (Nov 2022) Program has developed a revised schedule for in-person events** *which includes Industry Capstone presentations and the Wilson School of design graduation showcase. Advisory committee and industry members are acknowledged on the KPU website, information session materials, and the Graduation showcase.*"
Page 2, strategy 2, steps 3 and 4: Readers from outside KPU may not	Please explain briefly what is meant by "QFL search".	**Complete***d* **(April 2022)** *a qualified faculty list (QFL) search **to** satisfy the*

Issue (page #)	Suggested Action	Program's Response
know what a "QFL search" is.		**workload needs for 2022-2023.** *Two faculty retired from the program Fall 2022 which resulted in a need to broaden the qualified faculty list.*
Page 2, strategy 2, steps 3 and 4: The Progress column states that "workload needs" were met by the QFL search. However, the stated goal was to "diversify faculty", which I interpret as being a bit different from simply meeting workload needs.	Please explain how the QFL search has also resulted in the diversification of faculty.	*Fall of 2022 the program has hired four new faculty members who come from a wide range of industry and educational backgrounds.*
Page 3, strategy 3, step3: It says "Complete (Nov 2022)", yet it also says the program is currently working on the acknowledgement program, with April 2023 written at the end.	Please clarify if this step is complete or still in progress.	(same comments on line 1) "**Complete (Nov 2022) Program has developed a revised schedule for in-person events** *which includes Industry Capstone presentations and the Wilson School of design graduation showcase. Advisory committee and industry members are acknowledged on the KPU website, information session materials, and the Graduation showcase.*"
Page 3, strategy 3, step 4.	It would be useful to include some brief info on what was done to complete this step.	*All activities are being tracked and include donated samples and photo evidence of student work supported by industry.*
Page 3, strategy 3, step 2. Unclear if the revised completion date of December 2023 is just for step 2 or for the final step of Strategy 4.	Please clarify.	(is this supposed to be Strategy 4, step 2?) if so see notes below. Revised dates have been added.
Strategy 4 page3 - The last 4 entries in this strategy quote completion date up to a year ago with no indication of progress	Rational for lack of progress needs to be provided, with a new target completion date.	**On Track (Feb 2022) proposal for international field school experience.** *The initial proposal for an International field school for the Technical Apparel Design program* **has been** *revised and* **submitted for review Feb 2023 to the WSD Curriculum committee***. The proposal revisions include a 'DESN' instead of a "DETA" designated. A "DESN" designation allows the*

Issue (page #)	Suggested Action	Program's Response
		course to be an 'open access' course offering *and* will *offer a* wider range of apparel design students to participate in *the* Field School initiatives.
Page 4, strategy 6, step 3: No reason is given for pushing the completion date back to March 2024.	It would be good to explain briefly why progress has not been as fast as expected. (Perhaps it is due to the retirements mentioned in step 1 – if so, please state that.)	This is correct- added **Due to retirements in the program 4 new faculty were hired and onboarded to replace vacancies resulting in a shift of program prioritization.**
Strategy 6 page 5 - Final entry of this strategy indicates a target completion for late last year, with no indication or progress.	Rational for lack of progress needs to be provided, with a new target completion date.	*Revised completion date (Sept 2024).*

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 #)
Please define the acronyms QFL and WSD where they first appear.

Technical Apparel Design Second Annual Follow-Up Report

Date Self-Study Report approved by SSCPR: January 18, 2020

Date of External Review Site Visit : September 24 & 25, 2020

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STRATEGY 1: Update all existing course outlines and create course outlines for three new proposed courses.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: #1 - Update all current courses for relevancy and currency. Develop and implement three new courses into the Fall 2021 curriculum including a technical drawing course, an advanced pattern drafting and sewing course, and an optional career development/work experience course.

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
Update all existing Technical Apparel Design courses for relevancy and currency.	Faculty	Dec 2020	Jan 2021	Complete (Jan 2021)
Create new course outlines for three new proposed courses: Technical Drawing, Career Prep, Work Experience.	Faculty and Chair	Dec 2020	Jan 2021	Complete (Feb 2021)
The Curriculum Committee approves all course updates and new course outlines.	Chair	Dec 2020	Feb 2021	Complete (Feb 17, 2021- Approved by the Design Curriculum Committee)
SSCC approves all updates and new courses.	Chair	Dec 2020	Mar 2021	Complete (March 10, 2021- Approved by SSCC committee)
Senate approves all updates and new courses.	Chair	Dec 2020	Mar 2021	Complete (March 22, 2021- Approved by Senate)
Update website and marketing materials to reflect curriculum changes for Fall 2021 cohort.	Program Assistant	Dec 2020	Mar 2021	Complete (March 2021)

Technical Apparel Design Second Annual Follow-Up Report

STRATEGY 2: Hire up to two new Instructors to join the Technical Apparel Design faculty.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: #2 - Diversify faculty by hiring up to two new Instructors to teach in the Technical Apparel Design 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
Draft call out for new Instructors in the Technical Apparel Design program (internal search).	Chair	Feb 2021	Mar 2021	Complete (April 2021)
DETA Search Committee conducts interviews to vet possible new Instructors (internal search).	DETA Hiring Committee	Mar 2021	Apr 2021	Complete (May 2021)
Draft call out for new Instructors in the Technical Apparel Design program (external search).	Chair	Apr 2021	Apr 2021	Move to Feb 2022- The Internal search satisfied the needs of the possible new instructors for the workload needs for 2021-2022 Completed (April 2022) a ~~QFL~~ qualified faculty list (QFL) search to satisf~~yied~~ the ~~needs for~~ workload needs for 2022-2023. Two faculty retired from the program Fall 2022 which resulted in a need to broaden the qualified faculty list. In Fall of 2022 the program has hired four new faculty members who come from a wide range of industry and educational backgrounds.
DETA Search Committee conducts interviews to vet possible new Instructors (external search).	DETA Hiring Committee	May 2021	May 2021	Move to Feb 2022 - The Internal search satisfied the needs of the possible new instructors for the workload needs for 2021-2022 Complete (April 2022) qualified faculty list~~QFL~~ search satisfied the needs for workload needs for 2022-2023
Technical Apparel Design hires up to two new Instructors to teach in the program starting in the Spring 2022 semester.	Chair, W~~ilson School of Design (WSD)~~SD Dean	Sep 2021	Sep 2021	Complete (Sept 2021) for the first year of the rollout

STRATEGY 3: Develop program initiatives that increase interaction between our Advisory Committee/tech apparel industry members and our students.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: #3 - Develop stronger connections between our Advisory Committee/tech apparel industry members and our students.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Explore new ways to have our Advisory Committee/tech apparel industry engage with our students on a regular, consistent basis.	Chair	Jan 2021	Dec 2021	Complete (Dec 2021) Mentorship program created which pairs students with advisory board members on capstone development.
Assess the current Mentorship program and determine how to formalize and enhance it.	Chair	Jan 2021	Apr 2021	Complete (April 2021) Mentorship program format and expectations
Develop an acknowledgement program for the service of our Advisory Committee and industry members.	Chair	Jan 2021	Dec 2021	Extended to April 2022 Complete (Nov 2022) Program has developed a revised schedule for in-person events which includes Industry Capstone presentations and the Wilson School of design graduation showcase. Advisory committee and industry members are acknowledged on the KPU website, information session materials, and the Graduation showcase. and is currently working with the WSD on acknowledgment through the cross-program yearend event (April 2023)
Capture all activities between the Advisory Committee/industry to use for marketing initiatives.	Chair	Jan 2021	Dec 2021	Extended to April 2022: Align with AC1- possibilities to centralize in the dean's office Complete (April 2022) All activities are being tracked and include donated samples and photo evidence of student work supported by industry.

STRATEGY 4: Launch Technical Apparel Design International Field School.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: #4 - Create a Technical Apparel Design International Field School by 2023.

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 other Wilson School of Design field schools.	Chair	Sep 2021	Nov 2021	Complete (Dec 2021)
Draft Technical Apparel Design field school proposal.	Chair	Jan 2022	May 2022	On Track (Feb 2022) proposal for international field school experience. The initial proposal for an International field school for the Technical Apparel

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
				Design program ~~Revised completion date (Dec 2023). This course~~ has been revised and submitted for review~~,~~ Feb 2023~~,~~ ~~to~~ the WSD Curriculum committee. The proposal revisions include a 'DESN' instead of a "DETA" designated. A "DESN" ~~to be proposed as a 'DESN'~~ designation allows the course to be an~~. This~~ 'open access' course offering and will ~~allow a~~offer a wider range of apparel design students to participate in the Field School initiatives.
WSD Curriculum Committee approves course outline.	Chair	Feb 2022	Mar 2022	Revised completion date (Dec 2023).
SSCC approves course outline.	Chair	Mar 2022	Mar 2022	Revised completion date (Jan 2024).
Senate approves course outline.	Chair	Apr 2022	Apr 2022	Revised completion date (Feb 2024).
Update website and marketing materials to reflect curriculum changes for Fall 2021 cohort.	Program Assistant	May 2022	May 2022	Revised completion date (May 2024).

STRATEGY 5: Consult with all stakeholders affected by increased access and support to labs; develop and implement this plan.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: #5 - Increase access (longer hours) and support (prototype/production lab technicians available to help students, while labs are open) for students when they use the Wilson School of Design labs.

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 other Wilson School of Design programs, the WSD Operations Committee, Faculty Council, and the Dean's Office to determine everyone's needs for increased access and support to labs.	Chair	Jan 2021	May 2021	Complete (May 2021)
Develop a plan with all relevant stakeholders that will increase access and support to labs for all WSD students.	Chair	Jan 2021	May 2021	Complete (Sept 2021) Online Student Training modules and increased number of equipment training sessions
Implement new plan via Dean's Office hiring process.	Chair	Sep 2021	Sep 2021	Complete (Sept 2021) Aligned with other WSD programs

STRATEGY 6: Create pathways for our graduates to pursue their master's degree.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: #6 - Develop articulation agreements that define pathways for our graduates to pursue a related master's degree program with up to three academic institutions.

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 previous communications with Heriot-Watt University. Evaluate whether they are still an appropriate post-Secondary University to form an articulation agreement with, that would enable our students to complete a master's degree at their institution.	Chair	Sep 2021	Sep 2021	Revised completed by date (March 2022): delayed due to changes in program chair and prioritization of initiatives . Revised completion date (Dec 2023). Due to retirements in the program 4 new faculty were hired and onboarded to replace vacancies resulting in a shift of program prioritization.
Research and identify up to three post-secondary institutions that offer related master's degree programs.	Chair	Sep 2021	Dec 2021	Completed (Dec 2021)
Develop articulation agreements with up to three academic institutions.	Chair, WSD Dean	Jan 2022	Sep 2022	On Track (Jan 2022) Reviewing program graduate outcomes, course offerings and program models in detail. Revised completion date (Mar 2024). Due to retirements in the program 4 new faculty were hired and onboarded to replace vacancies resulting in a shift of program prioritization. Currently working with the Deans office to review institutions which are aligned with the Wilson School of design's strategic plan in conjunction with the WSD strategic initiative report on graduate studies completed April 2022.
Develop communications strategy to inform students and potential applicants of this opportunity.	Chair	Sep 2022	Dec 2022	Revised completion date (Sept 2024).

STRATEGY 7: Increase enrolment using a new marketing strategy.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: #7 - Develop and implement a new marketing strategy that will result in increased enrolment.

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
Further research whether a program name change is necessary.	Chair	Jan 2021	Apr 2021	Complete (April 2021)
List all program factors that would contribute to increased enrolment.	Chair	Jan 2021	Apr 2021	Complete (Dec 15, 2021) Faculty meeting
Develop a marketing strategy for the Technical Apparel Design program.	Chair	Sep 2021	Dec 2021	Completed (Jan 2022) Initial marketing strategy developed with FSO and International Recruitment
Review strategy and consult with the WSD Communications team and the KPU Marketing team.	Chair	Jan 2022	Mar 2022	On Track- Finalize marketing materials (Feb 2022) and host information sessions with International Recruitment (Feb 2022) Complete (Mar 2022)

SENATE STANDING COMMITTEE ON PROGRAM REVIEW
Agenda Number: 5.3
Meeting Date: March 15, 2023
Presenter(s): Amy Jeon

AGENDA TITLE: CREATIVE WRITING EXTERNAL REVIEW REPORT

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION: THAT the Senate Standing Committee on Program Review accept the Creative Writing External Review Report as attached.

COMMITTEE REPORT

For Secretariat Use Only

Attachments

Creative Writing External Review Report

Submitted by

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

Date submitted

February 24, 2023

Bachelor of Arts, Major in Creative Writing
Bachelor of Arts, Minor in Creative Writing
Associate of Arts in Creative Writing
External Review Report

January 18 & 20, 2023

External Review Team Members

John Vigna, UBC
Emma Skagen, Nightwood Editions
John Frazer, KPU

OVERALL ASSESSMENT OF THE SELF-STUDY REPORT

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

Standards for Assessing the Report:
- Strengths and areas of improvement identified in the report are supported by data and external review findings;
- Recommendations are supported by data, a clear rationale, and external review findings.

The External Reviewers:

☒Validate the Self-Study Report's findings and recommendations

☐Do not validate the Self-Study Report's findings and recommendations

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Rationale for this Determination:

Strengths that were identified in the CRWR program were all supported by both data and feedback from review participants.

Fill rates (Appendix E, Ex. 7) were in line with seats offered, and feedback confirmed that while there was no unmet demand for CRWR courses, enrolment has been and remains healthy for the number of seats offered.

The curriculum is robust (Appendix D). While acknowledging that there is always room to improve, the existing CRWR curriculum is viewed favourably (**somewhat** or **very satisfied**) by 87% of the students surveyed. It was evident from the alumni interviews that their chosen genres were represented well in the program.

PLOs are being met (Appendix F, Ex. 9). All program learning outcomes are being met to **a moderate** or **a large extent**. None of the PLOs rate lower than 80% with the latter ratings in aggregate. Alumni confirmed this in their feedback when asked about their learning experiences.

Occupational relevance (Appendix G, Ex. 26). 76% of surveyed alumni reported that the program prepared them in a professional and meaningful way as a writer (responding with **somewhat agree** and **strongly agree**, in aggregate). Alumni also confirmed this in feedback and felt that "the instructors and small class sizes better prepared [her] as a [professional] writer."

Reported areas of improvement and recommendations for them were nearly all validated by a triumvirate of data, rationale and feedback from review participants.

CRWR could benefit from increasing breadth of student inflow channels (Appendix E, Ex. 2 & 3). Attracting international students and mature students could open new markets for enrolment. The demographics in the program are skewed heavily towards female, domestic students under the age of 22, and the numbers are fairly static over a 5-year period. A faculty member pointed out that English language skills may be a barrier.

More employment-focused content and opportunities are desirable (Appendix G, Ex. 7 & 8). Multiple survey responses referred to a desire for more "business of writing" courses, and for more content on where opportunities for CRWR graduates can be found. This was also reflected in the interviews, where a repeated refrain was for more program time devoted to the business of creative writing.

Program Advisory Committee. While there was no quantitative data collected on the utility of a PAC, there is a reasonable rationale for one, and it comes with an additional advantage of providing another way to engage with alumni. It was noted during the interviews, however, that the department is already resource-thin, and a PAC may be burdensome.

Experiment with more summer course offerings (Appendix F, Ex. 7 & 8). There is some data that supports experimenting with more summer courses. It was mentioned in one interview that upper-level courses were very sparse in the summer, which speaks to some of the frustration felt by CRWR degree program students.

Inclusive hiring in hopes of recruiting BIPOC faculty (Appendix F, Ex. 7, Appendix G, Ex. 6, 7 & 18, Appendix I, Ex. 12). Survey responses from students, alumni and faculty express a need within the program for a permanent BIPOC faculty member, in addition to more anti-oppression training for existing faculty and teaching more content from BIPOC authors. This was also expressed in interviews with alumni, who saw an opportunity for the program to help lead the way in decolonization and indigenization.

REVIEWERS' VALIDATION OF THE SELF-STUDY REPORT CHAPTERS

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. The assessment is supported by appropriate evidence and conclusions.

Standards for Assessing this Chapter:
- Strengths and areas of improvement identified in this chapter are supported by data and external review findings;
- Recommendations in this chapter are supported by data, a clear rationale, and external review findings.

The External Reviewers:
☒Validate the Self-Study Report's findings and recommendations
☐Do not validate the Self-Study Report's findings and recommendations

Rationale for this Determination:

Strengths identified in the CRWR curriculum were all supported by data and feedback from review participants.

Pathways to employment/future study (Appendix C). 55% of surveyed students reported they took creative writing at KPU to prepare for a specific job, while 23% reported that they wanted to improve their job prospects (Appendix F). While there was no quantitative data collected on what jobs these were, there is a reasonable rationale that the jobs include a significant writing and speaking component to them, and therefore students seeking to advance their skills in these areas might enroll in creative writing courses to do so.

78% of graduates are employed; 50% of graduates are in a related job and 38% are in further studies (Ex.22), although it's not clear whether these further studies are related to the pathways drawn in Appendix C. There is anecdotal evidence in the self-study (p. 13-15) that graduates have gone on to various related careers in the community, ranging from winning prestigious writing prizes/contests, appearing at arts and writing festivals, publishing books and/or in magazines and journals, teaching writing in primary, secondary or post-secondary contexts, continuing their studies in Master of Fine Arts, Master of Library Science, and other Humanities-based post-graduate programs.

Program learning outcomes (Appendix F, G, H, I). 55% of current students **strongly agree** that the program is relevant to their creative and career goals (32% **somewhat agree**). There was a high degree of satisfaction from students on whether the PLOs were covered in the program. 42% of students said PLO #2 was present in their courses to **a large extent**, while 38% said it was **moderately present** and 21% said to a **small extent**. The student surveys (Appendix F) were favourable in the programs ability to implement PLOs #6, 7, 8.

The discipline/sector survey (Appendix H) identified several PLOs as **essential** for work in the field, particularly PLO#1 (83%) and PLOs #2, 6, 7, 8 (67%). 50% of respondents felt that KPU graduates were **extremely prepared** to work in their organization or to pursue a career in literary arts.

67% of faculty reported that the program curriculum is relevant to the needs of the discipline/sector, with 17% **somewhat agreeing**.

Essential skill development. While there was no quantitative data collected on essential skill development, there is a reasonable rationale for this development through the course offerings (i.e., CRWR 3400: Graphic Novel; CRWR 1240: New Forms and Media-Networked Narratives; CRWR 3300: The Business of Writing; CRWR 2140: Writing and Creativity on the Web; CRWR 3140: New Forms and Media-Sites and Platforms). There is also a reasonable rationale for this skill development through the integration of the PLOs (p. 17 Self-Study). This was also validated during the interviews with faculty and alumni.

Curriculum assessment (Appendix D). The existing CRWR curriculum is viewed favourably (**somewhat** or **very satisfied**) by 87% of the students surveyed. The alumni interview confirmed that their chosen genres were represented well in the program. All interviewees (faculty, sessionals, students, alumni) stated that the program's EDI practices were visible and ongoing, particularly around the program's commitment to decolonial work and that a culture of kindness, respect and safety was especially a recurring theme on display in the classroom.

The PLOs are coordinated with what is being taught, particularly PLOs #1, 2, 3, and 4, which deal with the craft of writing. The courses and outcomes across the program are scaffolded effectively showing a clear progression from 1000-level intro courses to 2000-, 3000- and 4000-level courses. The program has a

selection of courses in different genres including fiction, poetry, non-fiction, screenwriting, new media/writing for the web, and playwriting. The program also offers a few special topics courses in response to what students are seeking (the topics for these courses are instructor-dependent, often reliant on visiting writers or sessional instructors who might bring a niche focus to the program).

Students surveyed (Appendix F, question 6) commented **favourably** on the "broad variety of courses in different genres," smaller classes and special topics classes. 83% of respondents (Q9) responded **favourably** on the "inclusive community of writers" and 63% of current students (69% alumni) commented that the curriculum helps "develop one's creative imagination and process."

Reported areas of improvement and recommendations for the curriculum (p. 23 Self-Study) are sound but may pose challenges to execute. Current faculty may be oversubscribed to take on additional curriculum mapping activities (creating small working groups to review course outlines and PLOs). As some of these mapping activities would require involving new/existing sessional faculty, those faculty might not have the capacity or coverage in their contracts, to take on this service commitment.

Program learning outcomes (Appendix F, G, H, I). As noted in the Gap Analysis (p. 22 Self-Study), some of the PLOs (#5-8) require additional work to be incorporated into more of the course learning outcomes. Notably, a focus on developing a critical understanding of civic responsibility and socio-cultural issues in relation to creative work and representation; considering and applying constructive feedback of one's creative work (also an important skill in career pathways/future studies).

Additional recommendations, if any, identified by the ERT— include a rationale for each recommendation:

Explore additional course offerings. There has already been some exploration by CRWR for adding summer courses – but as a de facto tri-semester approach is taken by many, especially international students, in post-secondary settings, these could be explored further. One interviewee said, "CRWR offers all of their 2000-level courses during the Fall/Winter; students know this is the case. A student entering the program takes a 2000-level course in the spring so perhaps adding one in the summer would be helpful. Also, students can only take two special topics courses – so it would be helpful for the program to offer two different 3000-level courses in the summer, so students have a rotation to choose from."

One student interviewee said, "The lack of classes offered was a surprise in a negative way. You must take two 4000-level advanced classes that have specific requirements and are not always offered. No 4000-level classes were offered this term except the 'writer's studio' which is a pre-req for the other 4000-level classes. The required classes only come around once a year, if then. Script writing is only offered every second or third year. So, it makes it a challenge. It is concerning."

Additional summer course offerings could alleviate the flow of pre-requisite vs upper-level courses during the Fall/Winter semesters, retain current sessionals by offering them an additional course to teach, or hire new (BIPOC) instructors to teach during the summer term.

Explore more online course offerings. Online courses in CRWR currently make up 30% of all courses, both asynchronous and synchronous; 70% are in-person (interview). One interviewee mentioned that "Students are enrolling in online courses first. Online asynchronous is great for students with families and those who work. Online synchronous works for students for whom the commute is onerous. Some students might prefer it because they are on their own. Maybe it's health related."

Another interviewee said, "Online offerings has tremendous potential to reach a wider audience, especially mature learners, which is largely untapped."

In student and alumni interviews, some students commented on the commute length or the challenge of getting childcare lined up to commute to campus. Online courses would reduce this barrier, particularly for adult learners with families and careers.

Consider developing concept-based introduction to creative writing courses. These courses would have to be "less writing focused," suggested one interviewee, by developing concept-based courses to help attract students or give them a "taste of CRWR." This might be part of exploring micro-credentials for mature learners as they seek pathways back into education. This might help also attract more international students, as noted in the interviews, if the systemic barriers ("higher English language requirements," p. 30 Self-Study) were reexamined to help open enrollments from a significant untapped population of students at KPU.

Re-evaluate the current flow of curriculum and communicate clearly to students the flow. From interviews, we heard from frustrated students who found out too late when certain upper level (2000, 3000 in particular) courses were offered and how these pre-requisites for 4000-level courses could not be met, which created disappointment and in some cases a delay in graduating. Students expressed frustration in having to wait for those core upper-level courses to be offered again so they could meet the pre-requisites and complete their degree. One student said, "There is a lot of insecurity about the program. Will there be enough classes and electives to graduate in 4 years? I think it would be beneficial if CRWR could let us know there are not a lot of courses offered so students can make decisions about taking the program or how to plan in taking courses. It doesn't feel like you can breathe easy, that there's an abundance of courses to choose from."

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. The assessment is supported by appropriate evidence and conclusions.

Standards for Assessing this Chapter:
- Strengths and areas of improvement identified in this chapter are supported by data and external review findings;
- Recommendations in this chapter are supported by data, a clear rationale, and external review findings.

The External Reviewers:
☒Validate the Self-Study Report's findings and recommendations
☐Do not validate the Self-Study Report's findings and recommendations

Rationale for this Determination:

The Creative Writing Program Review Self-Study Report offers thoughtful and incisive responses to the questions posed in Chapter 3. The recommendations are supported by the data provided in the appendices; their rationales are clear and consistent with the findings of the external review.

The program learning outcomes are shown to be relevant to the current needs of the discipline/sector; this is supported by data from the student, alumni and discipline sector surveys. The KPU Creative Writing program's connections to the discipline/sector are strong, largely due to its faculty, which comprises working writers active in the industry and involved in the literary community. Faculty are able to stay current on industry developments, trends and opportunities, and this practical knowledge greatly benefits the students. The written responses to the student and alumni surveys support this finding, with comments on the strengths of the program including things like "Teachers who are practicing writers" and "knowledge and experience of the professors."

The faculty is diverse in terms of expertise, with many different genres and specializations represented. One weakness in terms of the faculty qualifications and currency considered in the Self-Study Report is the absence of any regularized BIPOC instructors, though recent session hires of BIPOC writers have been beneficial. The Self-Study Report's recommendations to revisit the possibility of an online Minor stream and the securing of funding to bring in more Indigenous writers and speakers are both aligned with the goal of providing more BIPOC representation and support within the program.

The Self-Study Report considers how the establishment of a program advisory committee (PAC) might enrich the program's connections to the discipline/sector, but acknowledges that faculty members' active and ongoing participation in the field is a rich resource already providing these kinds of connections, and that these connections could be explored further through student work and volunteer placements. As such, the department feels that establishing a program advisory committee is not practical at this point. The faculty also has concerns about both the workload involved in the establishment of a potential PAC and the amount of work that would be asked of the potential committee members. It was mentioned during the external review committee's virtual site visit that another small department at KPU is working on establishing a PAC, and consulting that department about the experience may prove useful to the Creative Writing program down the line should they choose to work toward establishing a PAC.

Student demand for Creative Writing courses is consistent with the Faculty of Arts. Due to the writing-heavy nature of Creative Writing courses, their class sizes must remain small. As such, the department is not profitable. The program is currently able to meet demand, but is considering how the program might attract more students who are dedicated to the Creative Writing program from year one, as well as more international and mature students, and how the program might potentially grow. The recommendations presented in the Self-Study Report are well suited to these goals and in line with the findings of the external review.

Additional recommendations, if any, identified by the ERT— include a rationale for each recommendation:

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. The assessment is supported by appropriate evidence and conclusions.

Standards for Assessing this Chapter:
- Strengths and areas of improvement identified in this chapter are supported by data and external review findings;
- Recommendations in this chapter are supported by data, a clear rationale, and external review findings.

The External Reviewers:
☒Validate the Self-Study Report's findings and recommendations
☐Do not validate the Self-Study Report's findings and recommendations

Rationale for this Determination:

Chapter 4 of the Creative Writing Program Review Self-Study Report shows that the majority of students and alumni agree that the eight program learning outcomes (PLOs) are being successfully reached, and that the discipline/sector survey validates the PLOs as being important skills for workers in the discipline/sector.

Several experiential learning and professional development opportunities available to Creative Writing students are identified (many of which are not through the university), but the program is aware of students' appetite for more standardized opportunities to gain practical work experience. This appetite is evident in the written responses to the student and alumni surveys and is also in line with the findings of the external review; a common thread throughout virtual site visit meetings with students and alumni was a belief that there are many opportunities available, but it is not always made clear what they are or how to find out about them. One alum commented that they felt they needed to make professional development opportunities happen for themselves, though faculty were incredibly supportive. One current student explained that some instructors in the program are proactive in sharing information about professional development and/or experiential learning opportunities on and off campus, but other faculty members are not. Students also mentioned they felt it was unclear where they should be looking for this kind of information.

The Self-Study Report comments on the survey responses indicating students' appetite for more courses relating to professional development, like the Business of Writing course. The report notes that the program's popular Special Topics classes could prove useful in closing some gaps in learning about professional development and career-oriented skills training, like the Research Skills class that was offered in 2021. The external review has found that the recommendations presented by the Self-Study Report on the topic of professional development adequately address the program's needs and goals in this area.

The report acknowledges that progression and prerequisite offerings is an area for improvement according to the survey data. This is in keeping with the findings of the external review; during the virtual site visit, current students discussed their disappointment with the apparent lack of upper-level Creative Writing courses offered and a general concern regarding their ability to take the courses they are most interested in while still completing the program in a reasonable time frame (i.e., four years). Students suggested that receiving more degree-planning guidance early on would be a boon. For example, students interested in a specific genre could benefit from the knowledge that an upper-level course in that genre may not be offered very often. Managing student expectations regarding what courses students may be able to take and when could be beneficial; perhaps students eager to complete their degree within four years could be encouraged to be open-minded in their course selection and made aware that they may not be able to take all their most desired courses without extending the length of their degree. The Self-Study Report also notes that student dissatisfaction with the number of course offerings could be a contributing factor to the average degree-completion time of Creative Writing graduates being slightly higher than the average completion rate of the Faculty of Arts (section 4.2). The recommendations noted in this area of the Self-Study Report are in line with the external review's findings.

Instruction in the Creative Writing program clearly meets the needs of diverse learners. The findings of the external review are consistent with those of the Self-Study Report: students in attendance at the virtual site visit agreed that instructors were generally flexible and willing to accommodate various student needs. Some alumni highlighted the need for more BIPOC faculty and/or greater cultural awareness from white faculty members to properly support BIPOC students in the program. The lack of permanent BIPOC faculty members was covered thoroughly in Chapter 3 of the Self-Study Report, however, and the Self-Study's recommendations on this matter are in line with the external review findings.

The external review findings are in line with the Self-Study Report on assessment methods. While there is

some disagreement among faculty about assessment standards, students and alumni mostly indicate they are happy with this aspect of the program. They agree there are differences in instructional approach among the faculty, but seem to see this as a benefit rather than a detriment to their learning outcomes. The Self-Study's recommendations on this matter are supported by data and in line with the external review findings.

Additional recommendations, if any, identified by the ERT—include a rationale for each recommendation:

CHAPTER 5: Resources, Services and Facilities

Criteria: This chapter adequately assesses the program's resources, services, and facilities from both the student and faculty perspective. The assessment is supported by appropriate evidence and conclusions.

Standards for Assessing this Chapter:
- Strengths and areas of improvement identified in this chapter are supported by data and external review findings;
- Recommendations in this chapter are supported by data, a clear rationale, and external review findings.

The External Reviewers:
☒Validate the Self-Study Report's findings and recommendations
☐Do not validate the Self-Study Report's findings and recommendations

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Rationale for this Determination:

Library and learning resources (Appendix F, Appendix I). 60% of students surveyed were **very** or **somewhat satisfied** with traditional print media (Q20); 83% of faculty were **very satisfied**. 85% of faculty were **somewhat** or **very satisfied** with online resources. However, 41% of students surveyed have not used e-books and 39% have not used librarian support. 33% of faculty were satisfied with e-book resources, while 17% were **very dissatisfied**.

Classroom spaces. Creative Writing often shares classroom spaces with other departments who require a traditional desk set-up and often CRWR students must rearrange their desks both at the start and end of class, which is disruptive and takes time (no qualitative data provided). The unit has expressed a need for a dedicated CRWR classroom and lounge to help defray this inconvenience, but also to create a communal area for CRWR students to gather and build community. No data or discussion in the Self-Study was provided for determining the strengths or areas for improvement for online spaces.

Support services (Appendix F). 56% of students are **very** or **somewhat satisfied** with advising services. 40% of students have not used Accessibility Services; 50% of faculty are **satisfied** with these services. The most common way that CRWR students and faculty interact with Accessibility Services is through the procuring and the receiving of student accommodations (p. 56 Self-Study).

Counselling Services. The Self-Study noted that there were no survey questions for students, alumni, or faculty, for Counselling Services, which is one of the "crucial student support services at KPU." With rising mental illness rates noted in the general population vs academia (pre-COVID vs now), KPU is "not well-suited to supporting the mental health of students and employees" (p. 57 Self-Study).

Reported areas of improvement and recommendations for resources, services and facilities were validated by the data, rationale and feedback from review participants and the survey participants.

Additional recommendations, if any, identified by the ERT—include a rationale for each recommendation:

CONCLUDING COMMENTS

A common thread in the interviews was that of value alignment within the department. It was clear that faculty, the institution, the administration, and the students were largely aligned on what matters from the standpoint of learning and expression. A notable exception involved grading methodology. One participant stated that most CRWR faculty wanted to experiment with alternate forms of grading, but there was institutional resistance to the idea. In support of moving away from traditional grading systems was the salient point that "Grading on creative work discourages [learner] risk-taking." This suggests that students taking risks in their work leads to greater opportunities for artistic excellence and original thought.

Further to the program's values, the culture that has arisen could be characterized as student-centric, inclusive, empathetic, and professional. While significant attention is paid to ensuring students feel safe and even loved within the program, the program's emphasis on professionalism and devotion to craft is paramount. This was reflected in comments made by various interviewees. For example, from a member of faculty: "The students themselves tangibly come up with classroom agreements. As a result, we seek practical ways to create emotional safety while still teaching craft."

As the interviews continued the theme of a resilient and valued underlying culture was repeated. While the program was not perfect in this regard (one alum mentioned that they experienced microaggressions and that hard conversations were necessary at various points in their program, and another stated that they had to perform substantial self-care after some discussions involving cultural appropriation) it seems significant work has been accomplished in the EDI realm. This is not to say that more work in this sphere is not needed in CRWR, but the sense is that the program is making good headway.

The program appears to be consciously constructed from values intrinsic to creative expression: authenticity, curiosity, and vulnerability. The culture that seems to have emerged within the CRWR program is one of supportiveness and professional excellence. While this emotional giving and protection offered by faculty is priceless to the students, it does come at a cost in terms of emotional labour to the teachers. It was noted that despite the limited resources that constrain the program, what has been accomplished by the co-chairs and faculty with support from the Dean's office is superlative.

APPENDIX 1:
EXTERNAL REVIEW SITE VISIT AGENDA

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Kwantlen Polytechnic University

Bachelor of Arts, Major/Minor in Creative Writing
Associate of Arts in Creative Writing
External Review Remote Site Visit Agenda

January 18 & 20, 2023
Via Microsoft Teams

Thanks to External Reviewers:
John Vigna, UBC
Emma Skagen, Nightwood Editions
John Frazer, KPU

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Day 1: Wednesday, January 18, 2023

9:00 - 9:40:	Introductions and Interview with Program Co-Chairs
9:40 - 9:50:	Break
9:50 - 10:30:	Meet with Regularized Program Faculty
10:30 - 10:40:	Break
10:40 - 11:20	Meet with Sessional Program Faculty
11:20 - 11:30:	Break
11:30 - 12:10:	Meet with University Services Panel (Library Services/ Faculty Advising)
12:10 - 12:20:	Break
12:20 - 13:20:	Meet with Alumni

Day 2: Friday, January 20, 2023

9:00 - 10:00:	Meet with Students
10:00 - 10:10:	Break
10:10 - 10:50:	Meet Dean/Associate Dean
10:50 - 11:00:	Break
11:00 - 11:40:	Final Meeting with Program Co-Chairs
11:40 - 11:50:	Break
11:50 - 12:20:	External Review Team meets to discuss findings and coordinate their review.

REPORT: Creative Writing External Review

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

Reviewer #1: The external review group has taken a thoughtful look at the program review work done by the creative writing department. Overall, the review supports the findings of the faculty.

Reviewer #2: The scope of the External Review Panel's report follows the scope as set out in the Creative Writing Self-Study Report. The conclusions offered by the External Reviewers are supported by data, clear and relevant to program review. The External Panel validates all Self-Study Report findings and presents an overwhelmingly positive, supportive review of the Report and the Program. However, the External Review also exposes a considerable weakness associated with one of the curriculum review recommendations.

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

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

Issue	Suggested Action for the SSCPR
BIPOC	This term is used several times in the report, but I do not see the details of the acronym given. This should be added.
CHAPTER 2: Curriculum Review, page 6.	Considering the current level of commitment to teaching and a limited coverage of contracted time, sessional faculty may not be able to complete proposed curriculum mapping and course outlines reviews. Please, provide a reliable, workable solution to this potential challenge.

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 Number: 7.1
Meeting Date: March 15, 2023
Presenter(s): Melike Kinik-Dicleli

AGENDA TITLE: MANAGER'S REPORT ON STATUS OF PROGRAM REVIEWS

ACTION REQUESTED: Information

RECOMMENDED RESOLUTION: N/A

COMMITTEE REPORT

For Secretariat Use Only

Context and Background

There are 35 programs (or cluster of related programs) that are at various stages in the program review process.

Phases	Number of programs
Self-Study	10
External Review	3
Quality Assurance Plan Development	2
Annual Follow-Up Reporting	20
Total	35

Attachments

Manager's Report_Status of Program Reviews_Details for March 2023 SSCPR Meeting

Submitted by

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

Date submitted

March 10, 2023

Faculty	Program	Self-Study			External Review		QA Plan	Annual Follow-up		Progress Update
		Planning Began	Data Collection Concluded	Report Approved	Date of Site Visit	Report Received	QA Plan Approved	1st Report Approved	2nd Report Approved	The table includes only the reviews in progress.
ACP	English Upgrading	Dec-18 re-start: Sep-21	Admin Data: Feb-19 Admin Data: April-22 Survey Data: Nov-22							Program received the survey reports on November 25, 2022. The self-study report is due in **May 2023**.
Arts	Anthropology	Sep-18	Admin Data: Feb-19 Survey Data: Feb-19	Apr-21	Oct 18/19, 2021	Nov-21	Jun-22			First annual follow-up is due in **June 2023**.
Arts	Asian Studies	Oct-22								Surveys are lauched. Self-Study Report is due in **July 2023**.
Arts	Criminology	Jan-2019 re-start: Oct-22	Admin Data: Feb-19 Revised Admin Data: Feb-20 Survey Data: May-20							Self-Study Report is due in **July 2023**.
Arts	Creative Writing	May-21	Admin Data: Nov-21 Survey Data: Nov-21	Sep-22	Jan 18/20, 2023	Feb-22				External review report is in.
Arts	Education Assistant	Sep-19	Admin Data: Oct-19 Survey Data: June-20	May-21	Nov 25/26, 2021	Jan-22	Oct-22			First annual follow-up is due in **October 2023**.
Arts	Minor in Counselling	Feb-18	Admin Data: April-18 Survey Data: April-18	Apr-19	31-Oct-21	Jan-20	Oct-20	Oct-21	Nov-22	SSCPR asked program to report on their progress one more time in **November 2023**.
Arts	English	May-20	Admin Data: Jan-21 Survey Data: April-21	Nov-21	Feb 10/11, 2022	Mar-22	Oct-22			First annual follow-up is due in **October 2023**.
Arts	Fine Arts	Dec-23								Self-Study Report is due in **September 2023**.
Arts	History	Dec-18	Admin Data: Feb-19 Survey Data: March-20	Feb-21	June 17/18, 2021	Jul-21	Jan-22	Jan-23		SSCPR asked program to report on their progress one more time in January **2024**.
Arst	Geography	Feb-22	Admin Data: Dec-22 Survey Data: Dec-22							Program received the survey reports on December 8, 2022. The self-study report is due in **May 2023**.
Arts	Journalism	Dec-22								Self-Study Report is due in **September 2023**.
Arts	Language & Culture	Dec-21	Admin Data: May-22 Survey Data: May-22		Mar 8 & 9, 2023					The external review report is due on **April 10, 2023**.
Arts	NGOs and Nonprofit Studies	Jan-23								Program received the information they need for the first two chapters of the SSR in **February 2023**.
Arts	Philosophy	Sep-17	Admin Data: Sep-18 Survey Data: Dec-17 (Discipline Survey: Mar-18)	Apr-19	Jul-19	Jul-19	Apr-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	Apr-22	Nov 7/9, 2022	Dec-22				Quality Assurance Plan is due in **June 2023.**
Arts	Sociology	Sep-15	Admin Data: Nov-17 Survey Data: May-16	Dec-17	Apr-18	May-18	Oct-18	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	Sep-18	Jan-19	Feb-19	Feb-20	Feb-21	Mar-22	SSCPR asked program to report on their progress a third time in **March 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 Approved	Date of Site Visit	Report Received	QA Plan Approved	1st Report Approved	2nd Report Approved	
Business	Computer Science and Information Technology	Apr-19	Admin Data: May-19 Survey Data: Jan-20	Nov-20	Mar 1/2, 2021	Mar-21	Oct-21			Program asked to submit the first annual follow-up report a third time in March 2023 to be discussed at April 2023 SSCPR meeting.
Business	Business Management	Sep-15	Admin Data: Jun-18 Survey Data: Mar-18	Jun-18	Jul-18	Jul-18	Mar-20	Oct-21	Nov-23	SSCPR asked program to report on their progress one more time in **November 2023**.
Business	Economics	Oct-22								Self-Study Report is due in **July 2023.**
Business	Technical Management and Services	Sep-22								Self-Study Report is due in **July 2023**.
Design	Fashion Design & Technology	Sep-20	Admin Data: Feb-21 Survey Data: Mar-21		Sep 28/29, 2021	Oct-21	May-22			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	Apr-21	June 29/30, 2021	Jul-21	Jan-22	Feb-22		SSCPR asked program to report on their progress a second time in **February 2024**.
Design	Interior Design	Sep-18	Admin Data: Nov-18 Admin Data: Sep-19 Survey Data: Nov-18	Jan-20	Jun-20	Aug-20	Feb-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	Jun-20	Feb 24/25, 2021	Apr-21	Nov-21	Nov-22		SSCPR asked program to report on their progress one more time in **November 2023**.
Design	Technical Apparel Design	Jun-18	Admin Data: Dec-18 Admin Data: Oct-19 Survey Data: Dec-18	Jan-20	Sep-20	Oct-20	Jan-21	Jan-22		Second Annual Follow-Up is in.
Health	Bachelor of Psychiatric Nursing	Sep-18	Admin Data: Feb-19 Survey Data: Feb-19	Oct-20	Feb-20	Mar-20	Nov-20	Jan-22	Feb-22	SSCPR asked program to report to report on their progress a third time in **February 2024**.
Health	Health Care Assistant Certificate	May-19	Admin Data: Jun-19 Survey Data: Sep-19	Jan-20	Dec 9/10, 2020	Feb-21	Jun-21	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	Dec-18	Jun-19	Jul-19				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	Feb 24/25, 2022	Apr-22	Oct-22			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	Sep-22	Mar 14 & 16, 2023					External review site visit planning is on **March 14 & 16, 2023**.
Science	Bachelor of Horticulture Science	Jan-18	Admin Data: Jun-18 Survey Data: Apr/Jun-18	Mar-19	Apr-19	May-19	Apr-21	Apr-22		BHS is not required to provide annual updates anymore. BHS degrees will be included in the Horticulture Technology program review.
Science	Horticulture Technology Diploma	Nov-21								This review is expanded to include the BHS credentials.

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 Approved	Date of Site Visit	Report Received	QA Plan Approved	1st Report Approved	2nd Report Approved	
Science	Mathematics	May-19	Admin Data: Jul-19 Survey Data: Faculty: Jul-19 Alumni: Sep-19 Discipline/Sector: Sep-19	Oct-20	Mar 10/11, 2021	Apr-21	Feb-22			First Annual Follow-up Report is in.
Science	Physics for Modern Technology	May-21	Admin Data: Nov-21 survey data: Feb-22	Jun-22	Nov 30/Dec 1, 22	Jan-23				Quality Assurance Plan is due in **June 2023**.
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	Sep-21	Mar 7/9, 2022	Apr-22	Nov-22			First annual follow-up report is due in **November 2023**.