

## SENATE STANDING COMMITTEE ON PROGRAM REVIEW

**Regular Meeting**  
**Wednesday, April 12, 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, March 15, 2023
4. Chair's Report ..... 2:05
  - 4.1. Criminology Program Review Timeline
5. New Business .....
  - 5.1. Accounting Third Annual Follow-Up Report ..... Lindsay Clayton, Heather Harrison 2:10
  - 5.2. Computer Science and information Technology First Annual Follow-Up Report.....  
Mandeep Pannu, Heather Harrison..... 2:30
  - 5.3. Interior Design Second Annual Follow-Up Report.....Lucie Gagne, Andhra Goundrey 2:50
  - 5.4. Mandate and Membership Revision .....Amy Jeon 3:10
  - 5.5. Draft Policy and Procedure AC9 Skills and Outcomes ..... David Burns 3:20
6. Items for Discussion
7. Manager's Report for OPA .....Melike Kinik-Dicleli 3:40
8. Adjournment

## SENATE STANDING COMMITTEE ON PROGRAM REVIEW

**Minutes of Regular Meeting**

**Wednesday, March 15, 2023**

**2:00 p.m. – 4:00 p.m.**

**MS Teams Online**

Voting Member Quorum: 10		
Aimee Begalka Cherylynn Bassani David Burns Fergal Callaghan, Vice-Chair Jeff Dyck Jennifer Gao	Julia Denker Lindsay Norris Lori McElroy Melissa Swanink Tomasz Gradowski	
		<b>Non-voting</b>
		Amy Jeon, Chair Laura McDonald Melike Kinik-Dicleli Stephanie Howes
Regrets	Senate Office	Guests
Alan Davis Courtney Verhage Craig Wright Marti Alger Nishan Perera Rajmale Kaur	Sonia Banwait	Allyson Rozell Brett Favaro Ernest van der Merwe Jessica Bayntun Michael Nyenhuis

### 1. Call to Order and Territorial Acknowledgement

The Chair, Amy Jeon, called the meeting to order at 2:01 p.m.

### 2. Approval of Agenda

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

**The motion carried.**

### 3. Approval of Minutes, February 22, 2023

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

**The motion carried.**

### 4. Chair's Report

The Chair provided her report and highlighted external reviews took place for the Language and Culture program on March 8-9, 2023 and for Brewing and Brewery Operations program on March 14 & 16, 2023.

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

The Chair shared the Non-Government Organizations and Non-Profit Studies program's timeline and informed that they are projected to submit the self-study report in January 2024.

Aimee Begalka asked if having one person solely responsible for the program is sufficient. Members advised that this is uncommon for smaller programs with fewer faculty members.

#### **4.2. Fine Arts Program Review Timeline**

The Chair shared the Fine Arts program's timeline and informed that they are projected to submit the self-study report in October 2023.

The committee discussed the length of the program review, which may be prolonged for additional couple months to provide extra time to work on curriculum mapping and program learning outcomes, and to allow optimal timing for surveys.

### **5. New Business**

#### **5.1. Mathematics First Annual Follow-Up Report**

The Chair summarized the reviewer's comments and informed that revisions were made to the suggested edits. Allyson Rozell, Michael Nyenhuis, and Brett Favaro were present to answer questions.

The committee appreciated the additional details and clarification on the revised document.

**Jeff Dyck moved THAT the Senate Standing Committee on Program Review accept the Mathematics First Annual Follow-Up Report as attached.**

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

**The motion carried.**

#### **5.2. Technical Apparel Design Second Annual Follow-Up Report**

The Chair summarized the reviewer's comments and informed that revisions were made to the suggested edits. Jessica Bayntun and Ernest Van Der Merwe were present to answer questions.

The committee commended the program on providing thorough responses to the reviewer's questions and comments.

**Julia Denker moved THAT the Senate Standing Committee on Program Review accept the Technical Apparel Design Second Annual Follow-Up Report as attached.**

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

**The motion carried.**

### **5.3. Creative Writing External Review Report**

The Chair summarized the reviewer's comments.

The committee addressed the comment regarding faculty workload and agreed that it was out of scope of this committee to discuss. The committee emphasized that the program learning outcomes and curriculum mapping processes are core components of program review. Members suggested the proponents be encouraged to address workable solutions in their Quality Assurance Plan and with KFA.

**David Burns moved THAT the SSCPR comment on the External Review Report that questions of faculty workload are outside the scope of Program Review.**

**Julia Denker moved THAT the Senate Standing Committee on Program Review accept the Creative Writing External Review Report as attached.**

**The motion carried.**

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

No items for discussion.

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

The OPA report was presented as attached.

### **8. Adjournment**

The meeting adjourned at 2:39 p.m.

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## SENATE STANDING COMMITTEE ON PROGRAM REVIEW

**Agenda Number:** 4.1

**Meeting Date:** April 12, 2023

**Presenter(s):** Amy Jeon

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**AGENDA TITLE:** CRIMINOLOGY PROGRAM REVIEW TIMELINE

**ACTION REQUESTED:** Information

**RECOMMENDED RESOLUTION:** N/A

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### COMMITTEE REPORT

For Secretariat Use Only

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#### 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 Criminology programs.

#### Consultations

Criminology Program Chair

#### Attachments

Criminology Program Review Timeline

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#### Submitted by

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

#### Date submitted

March 24, 2023



## **PROPOSED TIMELINE FOR PROGRAM REVIEW: BA, Major in Criminology, BA (Honours), Major in Criminology, BA, Minor in Criminology, Associate Degree in Criminology, Diploma in Criminology, and Certificate in Criminology**

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

### **Program Review Team (in alphabetical order):**

- Carroll Boydell
- Andrea Curman
- Chris Giles
- Mike Larsen (Co-Chair, Primary Author)
- Dan Lett (Co-Chair)

### **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.



**PROPOSED TIMELINE FOR PROGRAM REVIEW: BA, Major in Criminology, BA (Honours), Major in Criminology, BA, Minor in Criminology, Associate Degree in Criminology, Diploma in Criminology, and Certificate in Criminology**

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

Phases	Months																	
	Oct 22	Nov 22	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
1. Getting Started																		
<i>Self-Study Phases:</i>																		
2. Self-Study: Curriculum Review and Writing Chapters 1 & 2																		
3. Self-Study: Data Collection																		
4. Self-Study: Writing Chapters 3 to 6										1								
5. Self-Study Review/Revisions											1							
6. External Review														1				
7. Quality Assurance Plan development																		1
<b>One Year Later</b>																		
8. First Annual Follow-Up Report																		

<sup>1</sup> Report submission months

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

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

**PROPOSED TIMELINE FOR PROGRAM REVIEW: BA, Major in Criminology, BA (Honours), Major in Criminology, BA, Minor in Criminology, Associate Degree in Criminology, Diploma in Criminology, and Certificate in Criminology**

<b>PHASE 1</b>	<b>Month/Year</b>	<b>Tasks</b>
GETTING STARTED	September 2022	<ul style="list-style-type: none"> <li>Manager, Quality Assurance sends Program Chair information about program review before the initial planning meeting.</li> </ul>
	October 13, 2022	<ul style="list-style-type: none"> <li>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.</li> </ul>
	October 18, 2022	<ul style="list-style-type: none"> <li>Manager, Quality Assurance sends Program Review Team the guides and reporting templates.</li> </ul>
<b>PHASE 2</b>	<b>Month/Year</b>	<b>Tasks</b>
SELF-STUDY: CURRICULUM REVIEW & WRITING CHAPTERS 1 & 2	November 2022-January 2023	<ul style="list-style-type: none"> <li>Program Review Team conducts the curriculum review, which becomes part of the self-study report.</li> <li>Support is available from Educational Consultants at the Teaching and Learning Commons. The Manager, Quality Assurance will provide an introduction.</li> <li>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.</li> </ul>
<b>PHASE 3</b>	<b>Month/Year</b>	<b>Tasks</b>
SELF-STUDY: DATA COLLECTION	January 2023	<ul style="list-style-type: none"> <li>Manager, Quality Assurance sends Program Review Team the administrative data report needed for the Self-Study Report.</li> <li>Program Review Team submits additional administrative data requests, if needed, to the Manager, Quality Assurance.</li> </ul>
	January-February 2023	<ul style="list-style-type: none"> <li>Program Review Team provides program-level learning outcomes for Quality Assurance Team to include in surveys.</li> <li>Program Review Team provides additional type of information, if any, they want to collect through surveys.</li> <li>Quality Assurance Team customizes surveys for students, alumni, faculty, discipline/sector and seeks feedback from Program Review Team.</li> <li>Program Review Team submits names and contact information of discipline/sector representatives and faculty members to be surveyed.</li> </ul>
	March 2023	<ul style="list-style-type: none"> <li>Quality Assurance Team launches surveys for students, alumni, faculty and discipline/sector representatives.</li> </ul>
	March 2023	<ul style="list-style-type: none"> <li>Quality Assurance Team provides survey data reports.</li> </ul>
<b>PHASE 4</b>	<b>Month/Year</b>	<b>Tasks</b>
SELF-STUDY: WRITING CHAPTERS 3 TO 6	February – June 2023	<ul style="list-style-type: none"> <li>Primary Author writes chapters 3-6 of the Self-Study Report in consultation with other faculty members of the program.</li> </ul>
	1 <sup>st</sup> week of July	<ul style="list-style-type: none"> <li>Primary Author sends the completed Self-Study Report to Dean.</li> </ul>
	August 15, 2023	<ul style="list-style-type: none"> <li>Primary Author completes revisions, if any, requested by the Dean and submits the report to SSCPR (5 weeks before the September meeting date).</li> </ul>
<b>PHASE 5</b>	<b>Month/Year</b>	<b>Tasks</b>
SELF-STUDY REVIEW/REVISIONS	September 2023	<ul style="list-style-type: none"> <li>SSCPR members assigned to review Self-Study Report review the report and provide written feedback on necessary revisions.</li> </ul>

**PROPOSED TIMELINE FOR PROGRAM REVIEW: BA, Major in Criminology, BA (Honours), Major in Criminology, BA, Minor in Criminology, Associate Degree in Criminology, Diploma in Criminology, and Certificate in Criminology**

	September 2023	<ul style="list-style-type: none"> <li>Primary Author completes revisions to the Self-Study Report and submits it to SSCPR (one week before the meeting).</li> </ul>
	September 2023	<ul style="list-style-type: none"> <li>SSCPR reviews Self-Study Report at the September 2023 meeting.</li> </ul>
<b>PHASE 6</b>	<b>Month/Year</b>	<b>Tasks</b>
EXTERNAL REVIEW SITE VISIT	August 2023	<ul style="list-style-type: none"> <li>Program Review Team sends names of potential external reviewers.</li> <li>SSCPR selects external reviewers.</li> </ul>
	September 2023	<ul style="list-style-type: none"> <li>Program Review Team, with the help of Manager, Quality Assurance, begins planning external review.</li> <li>Dean invites two external reviewers.</li> <li>SSCPR Chair appoints KPU faculty member to the panel.</li> </ul>
	October 2023	<ul style="list-style-type: none"> <li>External review site visit, with participation of Program faculty, students, alumni and PAC members, takes place.</li> </ul>
EXTERNAL REVIEW REPORT	November 2023	<ul style="list-style-type: none"> <li>External reviewers submit External Review Report.</li> </ul>
	November 2023	<ul style="list-style-type: none"> <li>SSCPR reviews External Review Report at the November 2023 meeting.</li> <li>Approved External Review Report is sent to Program Review Team and Dean.</li> </ul>
<b>PHASE 7</b>	<b>Month/Year</b>	<b>Tasks</b>
QUALITY ASSURANCE PLAN DEVELOPMENT	December 2023	<ul style="list-style-type: none"> <li>Program Review Team begins writing Quality Assurance Plan in consultation with the Dean.</li> </ul>
	March 2024	<ul style="list-style-type: none"> <li>Program Review Team and Dean meets with the Provost to discuss the Quality Assurance Plan.</li> </ul>
	March 2024	<ul style="list-style-type: none"> <li>Program Review Team submits Quality Assurance Plan to the SSCPR.</li> </ul>
	March 2024	<ul style="list-style-type: none"> <li>SSCPR reviews Quality Assurance Plan at the March 2024 meeting.</li> <li>Approved Quality Assurance Plan along with the Annual Follow-Up template and guide are sent to the Program Review Team.</li> </ul>
<b>PHASE 8</b>	<b>Month/Year</b>	<b>Tasks</b>
ANNUAL FOLLOW-UP REPORTING	March 2025	<ul style="list-style-type: none"> <li>Program Review Team submits first Annual Follow-Up Report.</li> <li>SSCPR reviews Annual Follow-Up Report and decides whether the annual follow-up reporting should continue the following year.</li> </ul>

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## SENATE STANDING COMMITTEE ON PROGRAM REVIEW

**Agenda Number:** 5.1

**Meeting Date:** April 12, 2023

**Presenter(s):** Lindsay Clayton, Heather Harrison

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**AGENDA TITLE:** ACCOUNTING THIRD ANNUAL FOLLOW-UP REPORT

**ACTION REQUESTED:** Motion

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

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

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### COMMITTEE REPORT

For Secretariat Use Only

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#### Attachments

Accounting Third Annual Follow-Up Report

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#### Submitted by

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

#### Date submitted

March 17, 2023



## **Accounting Third Annual Follow-Up Report**

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

**Date of External Review Site Visit:** January 10, 2019

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

### **Third Progress Report**

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

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

**Date Second Annual Follow-Up Report approved by SSCPR:** March 16, 2022

**Date Third Annual Follow-Up Report submitted:** March 16, 2023

## Accounting Third Annual Follow-Up Report

STRATEGY 1: Identify and fill curricular gaps

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

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
Review the CPA map updates as they become available. Prepare a gap analysis. Submit articulation documents to CPA by the deadlines provided. For example, Data Analytics content must be imbedded by Sept 2021.	Chairs/ Curriculum Leaders	09, 2022	In progress	2021 COMPLETED (Competency Map updates 09, 2019-09, 2021) 2023 UPDATE: IN PROGRESS: Competency Map 2.0 has been published and Certification 2.0 is coming. Faculty have participated in consultations and a Program Renewal is underway complete with time release support. Gap analysis has been performed with majority of faculty; small team has been tasked with re-writing PLO's (not the Ministry PLO's) and creating a curriculum map for these new and revised PLO's
Identify the specific changes required for each course and then make the corresponding curricular adjustments.	Elaine Chan	01, 2020	05, 2020	COMPLETED. Audit and Assurance has added data analytics to course content, and the textbook being used covers this topic.
Hold PD sessions on Data Analytics	Taryn Greig	09, 2019	05, 2020	COMPLETED. Power BI was held in September 2019 with over 20 attendees. Faculty led sessions were held weekly and recorded.
Faculty need to add data analytics content and learning outcomes in course outlines	Chairs/ Curriculum Leaders	Spring 2020	Spring 2021	COMPLETED. Added to ACCT 3444, ACCT 3320.
Data Analytics mapped to assess any remaining gaps	Ron Messer	Spring 2020	Fall 2021	COMPLETED for both UGRD in January 2021 and the Post-Bacc Accounting program in September 2021. A new Data Analytics course (ACCT 5500) was added.

## Accounting Third Annual Follow-Up Report

STRATEGY 2: Assess first year preparedness more accurately

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

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Add a pre-requisite to ACCT 2293 so it is not an entry course for new students	Kelly Cunningham	05, 2019	09, 2020	COMPLETED.
Change of weighting of assessments to meet needs of K-12 students	Kelly Cunningham	09, 2019	09, 2019	COMPLETED. There is now 20% assigned to non-exam assessments.
Develop and schedule ACCT 1160 to ensure students are taking the correct course. This course is to be designed for non-business students (i.e. Arts/ Brewery/ Horticulture) to understand accounting from a business owner/ user focus.	Lindsay Clayton	May 2019	Sept 2020	COMPLETED. Enrollment has only supported once section per semester. It is expected that enrollment will increase over time as more students become aware of this course.
Pilot supplemental instruction	TBD	Jan 2023	Jan 2024	2022 ON HOLD due to suspension of in-person classes. We would like the results to be comparable to the in-person experience. 2023 UPDATE – ON HOLD while we work on Strategy 1.

STRATEGY 3: Update and expand professional and ethical instruction

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

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Develop mini credential in professionalism	TBD	Spring 2020	Fall 2021	COMPLETED.
Revise Ethics curriculum	TBD	Jan 2023	Jan 2024	2022 DELAYED due to COVID impact on faculty and primary focus on developing online instruction. 2023 UPDATE Ethics will be included in our Program Renewal mentioned in Goal 1. We have discovered that ACCT-specific Ethics is needed.
Add ethics content to courses throughout the program	Chairs/ Curriculum Leaders	Fall 2019	Spring 2020	COMPLETED. Courses that have added “ethics” to content are: ACCT 3320, ACCT 3444. ACCT 4111.

## Accounting Third Annual Follow-Up Report

Develop Moodle site and maintain so students are more aware of resources	Sarah Lee/ Lindsay Clayton	Spring 2019	Spring 2020	COMPLETED. The “Accounting Hub” has become a place for students to ask questions, share struggles, and receive information about events and job postings that are specific to Accounting.
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STRATEGY 4: Expand and formalize connections to industry and alumni

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

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Develop a "co-op light" that allows students to benefit from a one-term work placement	Praise Ma	Sep 2021	Feb 2022	COMPLETED development for a one term Co-op option to be added to the Post Baccalaureate Diploma in Accounting program. This is currently being presented to Senate for approval in Mar 2022 and already approved by Faculty Curriculum Committee, and Faculty Council. Also, the new MSB internship program will be providing a similar opportunity/benefit for students outside of the Post Baccalaureate Diploma in Accounting program.
Work with alumni to publish case studies about their work placements. Alumnus would become a published author and could return to KPU to lead case discussion or provide a "what happened" update	Lindsay Clayton	Jan 2023	Jan 2024	2022 ON HOLD. Alumni events have not been occurring during COVID. 2023 UPDATE: Alumni events return in February 2023. This opportunity will be included in our departmental submission for Undergraduate Research opportunities.

PROGRAM UNDER REVIEW: Accounting

### Instructions for Reviewers

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

#### OVERALL ASSESSMENT:

*Please provide a brief assessment of the Annual Follow-Up Report under review and an overall recommendation.*

**Reviewer #1:** The 3<sup>rd</sup> Annual Follow Up Report is good, however it is just missing some important information though can easily be added.

**Reviewer #2:** The tasks in the action plan is mostly completed. See below a suggestions for revisions.

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

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

### MAJOR ISSUES AND SUGGESTED ACTIONS:

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

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

Issue (page #)	Suggested Action	Program's Response
<b>Page 2 - Review the CPA map updates as they become available. Prepare a gap analysis. Submit articulation documents to CPA by the deadlines provided.</b>	<ul style="list-style-type: none"> <li>In the complete column – Add a targeted completion date.</li> <li>In the progress description column – under “small team has been tasked with re-writing PLOs...” may I recommend that you indicate steps already completed and the anticipated next steps. This will help the committee understand the scope of the work, what is being completed and what is planned. <b>Here is an example</b> <ul style="list-style-type: none"> <li>Incorporating CPA – KSAs with the program KSA – Completed</li> <li>Revising PLOs based on renewed KSA – In Progress - Working with TL Commons</li> <li>Consult Office of the Provost Curriculum – Reconcile revised PLOs with Ministry PLOs</li> <li>Develop Curriculum Mapping and identify redundancies, gaps &amp; misalignments – Summer 2023</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Added target completion (September 2024)</li> <li>Indicated steps completed and next steps.</li> </ul>

Issue (page #)	Suggested Action	Program's Response
	<ul style="list-style-type: none"> <li>○ Identify revisions to courses, CLOs (if any) – Late Summer 2023</li> </ul>	
Page 2	<ul style="list-style-type: none"> <li>• Strat 1, Row 1, who is the small team (chair &amp; curriculum leaders)? You identify specific people throughout, except for here.</li> <li>• What is the time line for re-writing PLOs &amp; curriculum map?</li> </ul>	<ul style="list-style-type: none"> <li>• Added names of small team members</li> <li>• Timeline added (September 2024 completion)</li> </ul>
Page 3 – Pilot supplemental instruction	2023 Update – No very clear when you say “on hold while we work on strategy 1”. Can you please explain this point a bit more how the pilot supplemental instruction is planned to be implemented with strategy 1.	<ul style="list-style-type: none"> <li>• Added commentary on why we are not pursuing this until the program renewal is complete. It's not to be implemented with Strategy 1, but may not be necessary after Strategy 1 is complete. Also resources prevent us from doing everything at once.</li> </ul>
Page 3	Strat 2, last row, who will work on this Pilot? Listed as TBA. What actions will they take? How will the Pilot be implemented and when?	<ul style="list-style-type: none"> <li>• Chair of the Introductory Accounting Subcommittee (currently Kelly Cunningham) and the Chair (currently Lindsay Clayton). Actions added, timelines added.</li> </ul>
Page 4 - Work with alumni to publish case studies about their work placements. Alumnus would become a published author and could return to KPU to lead case discussion or provide a "what happened" update	2023 UPDATE: Not clear when you say “This opportunity will be included in our departmental submission for Undergraduate Research opportunities”. Kindly elaborate this point a bit more	<ul style="list-style-type: none"> <li>• Elaborated on steps and timelines to implement this strategy.</li> <li>• Departments were all asked if we had a formal plan for integrating undergraduate research into our programs. This was identified as a potential strategy for doing so.</li> </ul>
Page 4	Strat 3, second row, Ethics-whose ethics are you using? Who will do this work? Its labeled TBD.	<ul style="list-style-type: none"> <li>• Ethics expected of a CPA</li> <li>• Valerie Warren</li> </ul>
Page 5	Strat 4, last row: what are next steps in your alumni update?	<ul style="list-style-type: none"> <li>• Added steps to implement this strategy.</li> </ul>

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

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

**Minor Edits (page #)**

**Page 2:** acronyms used. BI, UGRD -either used acronyms or don't, just be standard. **Added Business Intelligence and Undergraduate**

**Page 4:** Strat 4: Row 1, co-op (correct from Co-op to make standard in document) – **completed.**

What is MSB, standardize acronym usage. **Replaced all MSB with Melville School of Business**



## Accounting Third Annual Follow-Up Report

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

Date of External Review Site Visit: January 10, 2019

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

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

Date Second Annual Follow-Up Report approved by SSCPR: March 16, 2022

Date Third Annual Follow-Up Report submitted: March 16, 2023

### Third Progress Report

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

STRATEGY 1: Identify and fill curricular gaps

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

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
Review the CPA map updates as they become available. Prepare a gap analysis. Submit articulation documents to CPA by the deadlines provided. For example, Data Analytics content must be imbedded by Sept 2021.	<del>Chairs/ Curriculum Leaders</del> <u>Lindsay Clayton,</u> <u>Taryn Greig,</u> <u>Elaine Chan,</u> <u>Sam Newton</u>	09, 2022	<del>In progress</del> <u>09, 2024</u>	2021 COMPLETED (Competency Map updates 09, 2019-09, 2021) 2023 UPDATE: IN PROGRESS: Competency Map 2.0 has been published and Certification 2.0 is coming. Faculty have participated in consultations and a Program Renewal is underway complete with time release support. Gap analysis has been performed with majority of faculty; small team has been tasked with re-writing PLO's (not the Ministry PLO's) and creating a curriculum map for these new and revised PLO's. <u>- Collected KSA's from CPA map, KPU essential skills, industry representatives, job descriptions, students and faculty (completed)</u> <u>- Grouped the KSA's during a workshop with T&amp;L (completed)</u> <u>- Drafted revised PLO's and submitted to T&amp;L for feedback (completed)</u> <u>- Consult oPRO to reconcile revised PLO's with Ministry PLO's (April 2023) – Lindsay</u> <u>- Present revised PLO's to faculty for feedback/approval (May 2023) – Taryn</u> <u>- Develop a curriculum map to identify redundancies, gaps and misalignments (Summer 2023) – Taryn</u> <u>- Revise CLO's based on curriculum map (Fall 2023) – curriculum groups affected</u> <u>- Consult T&amp;L on how to best assess CLO's at each stage (introduction, development, reinforcement) (Fall 2023)</u> <u>- Take revised courses through Curriculum (Spring 2024)</u> <u>- Launch revised program September 2024</u>

## Accounting Third Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
Identify the specific changes required for each course and then make the corresponding curricular adjustments.	Elaine Chan	01, 2020	05, 2020	COMPLETED. Audit and Assurance has added data analytics to course content, and the textbook being used covers this topic.
Hold PD sessions on Data Analytics	Taryn Greig	09, 2019	05, 2020	COMPLETED. Power BI ( <a href="#">Business Intelligence</a> ) was held in September 2019 with over 20 attendees. Faculty led sessions were held weekly and recorded.
Faculty need to add data analytics content and learning outcomes in course outlines	Chairs/ Curriculum Leaders	Spring 2020	Spring 2021	COMPLETED. Added to ACCT 3444, ACCT 3320.
Data Analytics mapped to assess any remaining gaps	Ron Messer	Spring 2020	Fall 2021	COMPLETED for both <a href="#">Undergraduate BBA UGRD</a> in January 2021 and the Post-Bacc Accounting program in September 2021. A new Data Analytics course (ACCT 5500) was added.

STRATEGY 2: Assess first year preparedness more accurately

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

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Add a pre-requisite to ACCT 2293 so it is not an entry course for new students	Kelly Cunningham	05, 2019	09, 2020	COMPLETED.
Change of weighting of assessments to meet needs of K-12 students	Kelly Cunningham	09, 2019	09, 2019	COMPLETED. There is now 20% assigned to non-exam assessments.
Develop and schedule ACCT 1160 to ensure students are taking the correct course. This course is to be designed for non-business students (i.e. Arts/ Brewery/ Horticulture) to understand accounting from a business owner/ user focus.	Lindsay Clayton	May 2019	Sept 2020	COMPLETED. Enrollment has only supported once section per semester. It is expected that enrollment will increase over time as more students become aware of this course.
Pilot supplemental instruction	<del>TBD</del> Kelly Cunningham (Introductory Accounting)	<del>Jan 2023</del> January 2025	<del>Jan 2024</del> April 2025	2022 ON HOLD due to suspension of in-person classes. We would like the results to be comparable to the in-person experience. 2023 UPDATE – ON HOLD <del>while we work on Strategy 1.</del> <u>With the expected revisions to the CPA competency map, we may be able to make adjustments to introductory Accounting courses that will make the use of supplemental instruction unnecessary. At present, the courses are so content heavy that we</u>

## Accounting Third Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
	<u>Subcommittee Chair)</u>			<p><u>believe supplemental instruction would have a positive impact on grades and DFW rates; however, if the courses are going to change (become less content heavy), supplemental instruction benefits are reduced. In allocating resources at this time, we prefer to prioritize the PLO/mapping exercise over supplemental instruction. If it is still considered beneficial, the Chair of the Introductory Subcommittee (Currently Kelly Cunningham) will implement the pilot for Spring 2025 term.</u></p> <ul style="list-style-type: none"> <li>- <u>Work with Scheduling to add 1-hour lab to two sections of ACCT 1110 (Spring 2024) – Lindsay</u></li> <li>- <u>Consult with OPA to run the pilot with a data-driven approach (Fall 2024) – Lindsay</u></li> <li>- <u>Hire students (through the Learning Centre) to provide the supplemental instruction (Fall 2024) – Kelly C.</u></li> <li>- <u>Provide students with materials to run the 1-hour labs (Spring 2025) – instructors who have the pilot assigned to them</u></li> <li>- <u>Assess the pilot’s success (May 2025) with OPA, surveys, grade distributions – Kelly C. and faculty assigned to those sections</u></li> </ul>

STRATEGY 3: Update and expand professional and ethical instruction

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

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Develop mini credential in professionalism	<del>TBD</del> <u>Taryn Greig</u>	Spring 2020	Fall 2021	COMPLETED.
Revise Ethics curriculum	<del>TBD</del> <u>Valerie Warren</u>	Jan 2023	Jan 2024	<p>2022 DELAYED due to COVID impact on faculty and primary focus on developing online instruction.</p> <p>2023 UPDATE Ethics will be included in our Program Renewal mentioned in Goal 1. We have discovered that ACCT-specific <u>scenarios help students develop professional Ethics to protect the public interest. is needed.</u></p>

## Accounting Third Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Add ethics content to courses throughout the program	Chairs/ Curriculum Leaders	Fall 2019	Spring 2020	COMPLETED. Courses that have added “ethics” to content are: ACCT 3320, ACCT 3444. ACCT 4111.
Develop Moodle site and maintain so students are more aware of resources	Sarah Lee/ Lindsay Clayton	Spring 2019	Spring 2020	COMPLETED. The “Accounting Hub” has become a place for students to ask questions, share struggles, and receive information about events and job postings that are specific to Accounting.

STRATEGY 4: Expand and formalize connections to industry and alumni

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

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Develop a " <u>C</u> eo-op light" that allows students to benefit from a one-term work placement	Praise Ma	Sep 2021	Feb 2022	COMPLETED development for a one term Co-op option to be added to the Post Baccalaureate Diploma in Accounting program. This is currently being presented to Senate for approval in Mar 2022 and already approved by Faculty Curriculum Committee, and Faculty Council. Also, the new <del>MSB</del> <u>MELVILLE SCHOOL OF BUSINESS</u> <u>Melville School of Business</u> internship program will be providing a similar opportunity/benefit for students outside of the Post Baccalaureate Diploma in Accounting program.
Work with alumni to publish case studies about their work placements. Alumnus would become a published author and could return to KPU to lead case discussion or provide a "what happened" update	Lindsay Clayton	<del>Jan</del> <u>2023</u> <u>May</u> <u>2023</u>	<del>Jan</del> <u>April</u> <u>April 2024</u> 2024	2022 ON HOLD. Alumni events have not been occurring during COVID. 2023 UPDATE: Alumni events return in February 2023. <ul style="list-style-type: none"> <li>- <u>Submit departmental plans for Undergraduate Research opportunities (completed) – Lindsay Clayton</u></li> <li>- <u>Identify current students or alumni who are interested in participating in Case Writing (Lindsay Clayton – May 2023)</u></li> <li>- <u>Arrange for these students to take the “case writing workshop” (funding support needed from Melville School of Business) – Lindsay Clayton/Stephanie Howes (Fall 2023)</u></li> <li>- <u>Follow case writing approach with student and write a case study together (Spring 2024)</u></li> <li>- <u>Submit for publishing (April 2024)</u></li> </ul>



Accounting Third Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
				- <del>This opportunity will be included in our departmental submission for Undergraduate Research opportunities.</del>

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## SENATE STANDING COMMITTEE ON PROGRAM REVIEW

**Agenda Number:** 5.2

**Meeting Date:** April 12, 2023

**Presenter(s):** Mandeep Pannu, Heather Harrison

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**AGENDA TITLE:** COMPUTER SCIENCE AND INFORMATION TECHNOLOGY  
FIRST ANNUAL FOLLOW-UP REPORT

**ACTION REQUESTED:** Motion

**RECOMMENDED RESOLUTION:** THAT the Senate Standing Committee on Program Review accept the Computer Science and Information Technology First Annual Follow-Up Report as attached.  
THAT the program submits another annual follow-up report next year.

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### COMMITTEE REPORT

For Secretariat Use Only

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#### Attachments

Computer Science and Information Technology First Annual Follow-Up Report

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#### Submitted by

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

#### Date submitted

March 27, 2023

**Date Self-Study Report approved by SSCPR:** November 25, 2020

**Date of External Review Site Visit :** March 1 & 2, 2021

**Date Quality Assurance Plan approved by SSCPR:** October 20, 2021

**Date Annual Follow-Up Report submitted:** March 27, 2023

**First Progress Report**

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

STRATEGY 1: Add Options to the Diploma Program

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 1:** Renewal of the CSIT Two-year Diploma Program

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Consult with faculty, identify IT diploma options offered by other post-secondary institutions	Mayyadah Al-Ani	Sep 2021	Dec 2021	<b>Completed:</b> In Oct 2021, the committee consulted the CSIT department at KPU and collected the information through a survey. The committee has also analyzed IT diploma options institutions in Canada and US.
Consult with PAC, identify prioritized list of diploma options recommendations	Mayyadah Al-Ani	Sep 2021	Dec 2021	<b>Completed:</b> The committee consulted PAC in Nov 2021 through a survey that helped the committee to identify a list of diploma options recommendations.
Present findings at department meeting and identify/approve diploma option recommendation	Mayyadah Al-Ani, Mohammed Alsaïd, and Caesar Clemente	Jan 2022	May 2022	<b>Completed:</b> The committee presented all the findings in the department meeting in Jan 2022. The department has suggested that the committee look at other institutions like Douglas College, Langara College, and BCIT and report on their offerings and their program entry requirements.
Draft preliminary diploma option proposal, including curriculum	Mayyadah Al-Ani, Mohammed Alsaïd and Caesar Clemente	June 2022	Feb 2023	<b>Completed</b> - The committee has revisited all the courses offered by other BC institutions and presented findings to the department. The committee has identified new specializations in Cyber Security and Data Analytics. At this stage, no curriculum approval is required.
Review draft proposal with PAC and the CSIT department	Mayyadah Ali-Ani and Caesar Clemente	Feb 2023	May 2023	<b>In Progress</b> – The committee has completed the draft proposal and presented it to the department on 27th Feb. Basis on the feedback received by the department, the committee is working on the changes and will present them to the department in the April meeting. The committee will present the draft proposal to PAC in the May PAC meeting.

## Computer Science and Information Technology First Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Create formal proposal	Mayyadah Al-Ani and Caesar Clemente	Jun 2023	July 2023	<b>In Progress:</b> Committee is working on the formal proposal. The committee will present the formal proposal to the CSIT department in July 2023.
Obtain institutional approvals from SoB, KPU for new diploma with option, program adjustments, budget approval	Mayyadah Al-Ani and Caesar Clemente	July 2023	Oct 2023	<b>In Progress:</b> the committee is working with the SoB dean's office on new specializations options.
Consult with CDC regarding internships/work placement arrangements	Mayyadah Al-Ani and Caesar Clemente	July 2023	Oct 2023	<b>Not Started</b> – After completing the formal proposal, the committee will Consult with CDC regarding internships/work placement arrangements.
Consult with SoB Dean's office regarding Sept/24 option launch	Mayyadah Al-Ani and Caesar Clemente	Nov 2023	Sep 2024	<b>Not Started</b>
Launch new diploma option – approvals, marketing/ scheduling, etc.	Mayyadah Al-Ani and Caesar Clemente	Jan 2024	Sep 2024	<b>Not Started</b>

### STRATEGY 2: Strengthen BTech IT Program

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 2:** Strengthen and refresh the CSIT Four-year BTech in IT Program

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Consult with faculty, identify recommended changes to existing BTech options (e.g., curricular adjustments, strengthening core technical skills)	Mayyadah Al-Ani	Sept 2021	Dec 2021	<b>Completed</b> - In Oct 2021, the committee has consulted the CSIT department at KPU and collected the information through a survey.
Consult with PAC, identify recommended changes to existing BTech options	Mayyadah Al-Ani	Sept 2021	Dec 2021	<b>Completed</b> - In Nov 2021, the committee has consulted PAC and received feedback regarding updating existing BTech options. PAC also advised adding new courses in Data Analytics, basic business accounting, Machine Learning, security, and Cloud Computing.

## Computer Science and Information Technology First Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Present findings at Department meeting and identify/approve strengthening actions	Mayyadah Al-Ani	Jan 2022	Jan 2022	<b>Completed</b> – The committee presented its findings to the CSIT department.
Draft preliminary BTech Degree proposal	Mayyadah Al-Ani, Mohammed Alsaïd, Caesar Clemente and Cesar Lopez	Jan 2022	April 2023	<b>In Progress</b> - The committee is working on the draft proposal. <ul style="list-style-type: none"> <li>- committee has identified several new courses.</li> <li>- committee has completed the market research regarding adding new courses to fulfill the industry needs.</li> <li>- committee is working with department to create new courses.</li> </ul>
Review draft proposal with PAC and the CSIT department	Mayyadah Al-Ani, Mohammed Alsaïd, Caesar Clemente and Cesar Lopez	April 2023	May 2023	<b>In Progress</b> - The committee is working on the draft proposal and will present it to the CSIT department in April and to the PAC in May 2023. <ul style="list-style-type: none"> <li>- committee will present the courses to the department in April meeting for approval.</li> </ul>
Create formal proposal	Mayyadah Al-Ani, Mohammed Alsaïd, Caesar Clemente and Cesar Lopez	Jun 2023	July 2023	<b>Not started</b> - After completing the draft proposal, the committee will start formal proposal.
Obtain institutional approvals from SoB, KPU for any curricular/program adjustments, budget approval	Mayyadah Al-Ani, Cesar Lopez, Caesar Clemente and Caesar Clemente	Aug 2023	Dec 2023	Not started
Consult with CDC regarding internships/work placement arrangements	Mayyadah Al-Ani, Cesar Lopez, Caesar Clemente and Mohammed Alsaïd	Aug 2023	Dec 2023	Not started

## Computer Science and Information Technology First Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Launch – 12-month implementation starting with “quick hits” *quick hits = easily attainable changes that have big impact without major curricular adjustments not needing approvals	Mayyadah Al-Ani, Caesar Clemente, Cesar Lopez and Mohammed Alsaïd	Dec 2023	Sep 2024	Not started

STRATEGY 3: Adjust all credential offerings to assure greater program graduate business skill competencies

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 1:** Renewal of the CSIT Two-year Diploma Program, **GOAL 2:** Strengthen the CSIT Four-year BTech in IT Program

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Consult with SoB faculty program leaders and CDC staff, identify critical business education soft skills required (e.g., oral/written communication, reading, comprehension, student resourcefulness, group collaboration, self-learning, collaboration, etc.)	Warren Edwards	Dec 2021	Oct 2022	<b>Completed</b> – Three main activities: a) Interviewed communications faculty that teach CMNS 1140, ENGL 1100, and INFO 3110 b) Interviewed CDC staff that work with industry and Co-op students c) Time-release project for MSOB which identified top soft skills in-demand today
Consult with PAC, identify critical business education soft skills required	Bojiang Ma	Dec 2021	May 2022	<b>Completed</b> – Presented to PAC during bi-annual meeting, prepared a survey and distributed to PAC members to complete, results have been compiled.
Review effectiveness of current roster of arts, business, and INFO courses within diploma and BTech programs at contributing to soft skills development, review timing/assessment/reinforcement of soft skills through the duration of the programs	Bojiang Ma	May 2022	March 2023	<b>In Progress</b> - Weekly meetings with Bojiang/Warren to analyze results and develop approaches for completing this step, extensive discussions with CDC to discuss the best way of improving soft skill given the current roster of courses, developed and distributed student survey to evaluate current curriculum effectiveness for soft skills development (compiling results), discussion with faculty (ongoing)

## Computer Science and Information Technology First Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
				Reason for Delay – availability of team members, changed our approach to complete this step to include a student survey and more in-depth discussions with CDC
Draft preliminary proposal for curricular development/adjustment	Warren Edwards	March 2023	June 2023	<b>In Progress</b> – compiling results from previous steps, preparing draft proposal, possible approaches include CDC career mentoring, course adjustments to include CDC advising, Co-op training for all students, self-reflection class activities, targeted soft skills training, move soft skills training from year 2 to year 1.
Review draft proposal with PAC and CSIT department	Bojiang Ma	March 2023	June 2023	<b>In Progress</b> - The committee is still in the process of preparing the draft proposal based on the change in approaches as discussed in the previous steps. Reason for Delay – Draft proposal still being prepared. Review with PAC and the CSIT department completion date updated.
Create formal proposal	Warren Edwards	Jun 2023	Aug 2023	<b>Not started</b> - The committee is still working on the draft proposal and review with PAC and CSIT is pending
Obtain institutional approvals from SoB, KPU for any curricular/program adjustments, budget approval	Bojiang Ma	Aug 2023	Dec 2023	Not started
Launch – 12-month implementation starting with “quick hits”	Warren Edwards	Dec 2023	Sept 2024	Not started

## Computer Science and Information Technology First Annual Follow-Up Report

STRATEGY 4: Strengthen BTech in IT Core Technical Skills

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 2:** Strengthen the CSIT Four-year BTech in IT Program

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Identify courses to focus on based on program review self-assessment report – review faculty, alumni, student, and PAC surveys	Cesar Lopez	Sep 2021	Oct 2021	<b>Completed-</b> The committee has identified the following courses based on the program review self-assessment report – review faculty, alumni, student, and PAC surveys. 1 <sup>st</sup> Year: INFO 1113, INFO 1213 2 <sup>nd</sup> Year: INFO 2312, INFO 2413 3 <sup>rd</sup> Year: INFO 3135, INFO 3180, INFO 3245 4 <sup>th</sup> Year: INFO 4105, INFO 4115, INFO 4190, INFO 4290, INFO 4330, INFO 4381.
Consult with faculty, critically review all selected course – identify gaps and improvement opportunities	Mandeep, Cesar	Sep 2021	Dec 2021	<b>Completed-</b> The committee has consulted with faculty and identified gaps and improvements in 13 courses.
Consult with PAC, identify gaps and improvement opportunities	Mandeep Pannu	Sep 2021	Dec 2021	<b>Completed-</b> The committee has presented its finding to the PAC and received positive feedback.
Present findings at Department meeting for feedback/approval	Cesar, Hao, Mandeep	Jan 2022	Jan 2022	<b>Completed-</b> The committee has presented all the changes to the department for approval. The department had approved all the changes.
Draft preliminary proposal for curricular development/adjustment	Cesar, Mandeep	Feb 2022	Jan 2023	<b>Completed</b> – The draft proposal for curricular development/adjustment.
Review draft proposal with PAC and CSIT department	Cesar, Mandeep	Feb 2022	Jan 2023	<b>Completed</b> – A draft proposal is completed. All the course outlines have been updated.
Create formal proposal	Cesar, Mandeep	Jan 2023	Feb 2023	<b>Completed</b> – The committee presented the courses to the department on Jan 23, 2023, for approval. The department has approved the following courses for changes: INFO 1213, INFO 2312, INFO 2413, INFO 3135, INFO 4190, and INFO 4290
Obtain institutional approvals from SoB, KPU for any curricular/program adjustments, budget approval	Mandeep	Feb 2023	March 2023	<b>Completed</b> – All the presented courses were approved by curriculum committee in Feb 2023 and Faculty council and Senate in March 2023.
Launch – 12-month implementation starting with “quick hits”	Cesar, Mandeep and Hao	March 2023	Sep 2023	<b>In progress:</b> All the changes will implement by Sep 2023

STRATEGY 5: Adopt Project-based learning to enhance quality of instruction

## Computer Science and Information Technology First Annual Follow-Up Report

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 2:** Strengthen the CSIT Four-year BTech in IT Program, **GOAL 3:** Collaboration focus through Project-based Learning

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Consult with Teaching and Learning Commons (TLC) define project-based learning as it applies to CSIT, define and develop plan to adopt project-based learning across all programs, identify/define/prepare two workshops that will be delivered to faculty over the next 12 months	Ted Chiou	Sep 2021	Feb 2022	<b>Completed-</b> Starting Oct. 2021, we have consulted with TLC and the teaching strategist Gillian Sudlow for the support and help of defining the Project Based Learning.
Consult with CDC regarding internships/work placement arrangements beyond Co-op to enhance experiential learning	Edward Lo	Sep 2021	Dec 2021	<b>Completed-</b> The committee has contacted CDC for more information and discussed PBL with them.
Workshop #1: Explore and implement project-based learning for all programs, develop teaching teams, summarize findings, and capture actions	Edward Lo	Feb 2022	Feb 2022	<b>Completed-</b> The committee has successfully conducted the workshop with the support of Gillian Sudlow from TLC on Project Based Learning to our department on Feb 7, 2022
Draft preliminary proposal for adopting project-based learning as a fundamental pedagogy	Edward Lo	Feb 2022	April 2023	<b>Pending</b> - The committee is still working on the proposal. Committee is in the process of reviewing all the courses.
Workshop #2: Explore and implement project-based learning for all programs, develop teaching teams, summarize findings, and capture actions	Ted Chiou	Feb 2023	March 2023	<b>Completed</b> - The committee has successfully conducted the second workshop with the support of Craig Wright from TLC on Project Based Learning to our department on Feb 27, 2023
Consult with PAC and CSIT department, gather feedback on project-based learning pedagogy	Jendy Wu	March 2023	May 2023	<b>Pending</b> - The committee has some discussions in our department meetings and have continued our conversation among faculty members.
Create formal proposal	Ted Chiou	Jun 2023	Sep 2023	<b>Pending</b> - After hours of thorough discussions in our committee, the committee has determined that the proposal should be completed after the previous steps have been finished.
Obtain institutional approvals from SoB, KPU for any curricular/program adjustments, budget approval	Jendy Wu	Sep 2023	Dec 2023	Not started
Launch – 12-month adoption starting with “quick hits”	Edward Lo	Dec 2023	Sep 2024	Not started

STRATEGY 6: Develop suite of data analytic courses

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 4:** Integration of the CSIT Programs with the Larger School of Business

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Consult with SoB faculty program leaders as well as programs in other Faculties, identify collaboration opportunities to develop new certificate in data analytics	Warren Edwards	Sep 2021	Dec 2021	<b>Completed-</b> The committee has consulted with SoB faculty program leaders and developed a new course in data analytics.
Consult with PAC, identify data analytics certificate option for SoB & KPU students	Warren Edwards	Sep 2021	June 2023	<b>In progress</b> - The committee has shared its findings with PAC. Committee has developed a new course in Python for Data Analytics.
Present findings at Department meeting for feedback/approval	Jendy Wu, Warren Edwards	Jan 2022	June 2023	<b>In progress-</b> The committee presented a new data analytics course to the department for discussion. The main goal is to Offer it as a credit course in CSIT which Include it as part of the SoB Certificate in Data Analytics.
Draft preliminary proposal for curricular development/adjustment	Warren Edwards	June 2023	Aug 2023	<b>In progress-</b> The committee are working on the draft proposal.
Review draft proposal with PAC and the CSIT department	Jendy Wu, Warren Edwards	June 2023	July 2023	Not started
Create formal proposal	Warren Edwards	July 2023	Dec 2023	Not started
Obtain institutional approvals from SoB, KPU for new data analytics certificate	Jendy Wu, Warren Edwards	Dec 2023	March 2024	Not started
Launch new certificate – 12-month implementation including approvals, marketing/scheduling, quick-hits, etc.	Warren Edwards	March 2024	Sep 2024	Not started

PROGRAM UNDER REVIEW: COMPUTER SCIENCE AND INFORMATION TECHNOLOGY

### Instructions for Reviewers

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

#### OVERALL ASSESSMENT:

*Please provide a brief assessment of the Annual Follow-Up Report under review and an overall recommendation.*

**Reviewer #1:** Many thanks to the CSIT team for providing a re-submission of their first annual follow-up report – much appreciated!

As per recommendations, the team has adjusted/revised deadlines and completion dates (eg. steps that refer to obtaining various institutional approvals across strategies), and provided more detail regarding progress to date in the strategy steps (eg. updates to Strategies 2 and 3 re: draft proposals).

There are still a few 'not started' steps without an explanatory sentence or two, however, the timelines appear adequate and the preceding steps do provide context.

**Reviewer #2:** The report is detailed in a well written. Significant progress has been made on areas identified. I've noted a couple of issues below and recommend approval pending suggested actions.

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

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

### MAJOR ISSUES AND SUGGESTED ACTIONS:

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

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

Issue (page #)	Suggested Action	Program's Response
Page 4 The final step is delayed with rational	Provide a new time line for this step.	Detailed information is included in the main document.
Page 7, Strategy 5, steps 1, 3, and 5 Each list several items required for completion and the progress to date box states they are complete while mentioning one item delivered, the workshop.	It would be good too detail the status of all items mentioned.	Detailed information is included in the main document.

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

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

<b>Minor Edits (page #) – DONE</b>
Strategy 1, p.1, step 5, 2 <sup>nd</sup> sentence: 'basis' – change to 'based'
Strategy 1, p.2, step 8: 'Consult' – change to 'consult'
Strategy 2, p.2, step 2 – consistency in course list (caps or no caps)
Strategy 3, p.4, step 1: 'communications' – change to 'Communications'
Strategy 6, p.8, step 3: 'Offer' – change to 'offer'
Strategy 6, p.8, step 4: change to '...committee is...' (not 'are')



## Computer Science and Information Technology First Annual Follow-Up Report

**Date Self-Study Report approved by SSCPR:** November 25, 2020

**Date of External Review Site Visit :** March 1 & 2, 2021

**Date Quality Assurance Plan approved by SSCPR:** October 20, 2021

**Date Annual Follow-Up Report submitted:** March 27, 2023

**First Progress Report**

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

**STRATEGY 1: Add Options to the Diploma Program**

**GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS:** **GOAL 1:** Renewal of the CSIT Two-year Diploma Program

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Consult with faculty, identify IT diploma options offered by other post-secondary institutions	Mayyadah Al-Ani	Sep 2021	Dec 2021	<b>Completed:</b> In Oct 2021, the committee consulted the CSIT department at KPU and collected the information through a survey. The committee has also analyzed IT diploma options institutions in Canada and US.
Consult with PAC, identify prioritized list of diploma options recommendations	Mayyadah Al-Ani	Sep 2021	Dec 2021	<b>Completed:</b> The committee consulted PAC in Nov 2021 through a survey that helped the committee to identify a list of diploma options recommendations.
Present findings at department meeting and identify/approve diploma option recommendation	Mayyadah Al-Ani, Mohammed Alsaïd, and Caesar Clemente	Jan 2022	May 2022	<b>Completed:</b> The committee presented all the findings in the department meeting in Jan 2022. The department has suggested that the committee look at other institutions like Douglas College, Langara College, and BCIT and report on their offerings and their program entry requirements.
Draft preliminary diploma option proposal, including curriculum	Mayyadah Al-Ani, Mohammed Alsaïd and Caesar Clemente	June 2022	Feb 2023	<b>Completed</b> - The committee has revisited all the courses offered by other BC institutions and presented findings to the department. The committee has identified new specializations in Cyber Security and Data Analytics. At this stage, no curriculum approval is required.
Review draft proposal with PAC and the CSIT department	Mayyadah Ali-Ani and Caesar Clemente	Feb 2023	May 2023	<b>In Progress</b> – The committee has completed the draft proposal and presented it to the department on 27th Feb. Based on the feedback received by the

## Computer Science and Information Technology First Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
				department, the committee is working on the changes and will present them to the department in the April meeting. The committee will present the draft proposal to PAC in the May PAC meeting.
Create formal proposal	Mayyadah Al-Ani and Caesar Clemente	Jun 2023	July 2023	<b>In Progress:</b> Committee is working on the formal proposal. The committee will present the formal proposal to the CSIT department in July 2023.
Obtain institutional approvals from SoB, KPU for new diploma with option, program adjustments, budget approval	Mayyadah Al-Ani and Caesar Clemente	July 2023	Oct 2023	<b>In Progress:</b> the committee is working with the SoB dean's office on new specializations options.
Consult with CDC regarding internships/work placement arrangements	Mayyadah Al-Ani and Caesar Clemente	July 2023	Oct 2023	<b>Not Started</b> – After completing the formal proposal, the committee will <del>c</del> onsult with CDC regarding internships/work placement arrangements.
Consult with SoB Dean's office regarding Sept/24 option launch	Mayyadah Al-Ani and Caesar Clemente	Nov 2023	Sep 2024	<b>Not Started</b>
Launch new diploma option – approvals, marketing/ scheduling, etc.	Mayyadah Al-Ani and Caesar Clemente	Jan 2024	Sep 2024	<b>Not Started</b>

### STRATEGY 2: Strengthen BTech IT Program

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 2:** Strengthen and refresh the CSIT Four-year BTech in IT Program

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Consult with faculty, identify recommended changes to existing BTech options (e.g., curricular adjustments, strengthening core technical skills)	Mayyadah Al-Ani	Sept 2021	Dec 2021	<b>Completed</b> - In Oct 2021, the committee has consulted the CSIT department at KPU and collected the information through a survey.

## Computer Science and Information Technology First Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Consult with PAC, identify recommended changes to existing BTech options	Mayyadah Al-Ani	Sept 2021	Dec 2021	<b>Completed</b> - In Nov 2021, the committee has consulted PAC and received feedback regarding updating existing BTech options. PAC also advised adding new courses in <u>d</u> Data <u>a</u> Analytics, basic business accounting, <u>m</u> Machine <u>I</u> Learning, security, and <u>c</u> Cloud <u>c</u> Computing.
Present findings at Department meeting and identify/approve strengthening actions	Mayyadah Al-Ani	Jan 2022	Jan 2022	<b>Completed</b> – The committee presented its findings to the CSIT department.
Draft preliminary BTech Degree proposal	Mayyadah Al-Ani, Mohammed Alsaïd, Caesar Clemente and Cesar Lopez	Jan 2022	April 2023	<b>In Progress</b> - The committee is working on the draft proposal. <ul style="list-style-type: none"> <li>- committee has identified several new courses.</li> <li>- committee has completed the market research regarding adding new courses to fulfill the industry needs.</li> <li>- committee is working with department to create new courses.</li> </ul>
Review draft proposal with PAC and the CSIT department	Mayyadah Al-Ani, Mohammed Alsaïd, Caesar Clemente and Cesar Lopez	April 2023	May 2023	<b>In Progress</b> - The committee is working on the draft proposal and will present it to the CSIT department in April and to the PAC in May 2023. <ul style="list-style-type: none"> <li>- committee will present the courses to the department in April meeting for approval.</li> </ul>
Create formal proposal	Mayyadah Al-Ani, Mohammed Alsaïd, Caesar Clemente and Cesar Lopez	Jun 2023	July 2023	<b>Not started</b> - After completing the draft proposal, the committee will start formal proposal.
Obtain institutional approvals from SoB, KPU for any curricular/program adjustments, budget approval	Mayyadah Al-Ani, Cesar Lopez, Caesar Clemente and Caesar Clemente	Aug 2023	Dec 2023	Not started

## Computer Science and Information Technology First Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Consult with CDC regarding internships/work placement arrangements	Mayyadah Al-Ani, Cesar Lopez, Caesar Clemente and Mohammed Alsaïd	Aug 2023	Dec 2023	Not started
Launch – 12-month implementation starting with “quick hits” *quick hits = easily attainable changes that have big impact without major curricular adjustments not needing approvals	Mayyadah Al-Ani, Caesar Clemente, Cesar Lopez and Mohammed Alsaïd	Dec 2023	<del>Jan</del> Sep 2024	Not started - <u>If no significant changes are required, which do not need a curriculum or faculty council approval, the changes will be added by Jan 2024 with department approval.</u>
<u>Launch new diploma option – approvals, marketing/ scheduling, etc.</u>	<u>Mayyadah Al-Ani, Caesar Clemente, Cesar Lopez and Mohammed Alsaïd</u>	<u>Dec 2023</u>	<u>Sep 2024</u>	<u>Not started -</u>

STRATEGY 3: Adjust all credential offerings to assure greater program graduate business skill competencies

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 1:** Renewal of the CSIT Two-year Diploma Program, **GOAL 2:** Strengthen the CSIT Four-year BTech in IT Program

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Consult with SoB faculty program leaders and CDC staff, identify critical business education soft skills required (e.g., oral/written communication, reading, comprehension, student resourcefulness, group collaboration, self-learning, collaboration, etc.)	Warren Edwards	Dec 2021	Oct 2022	<b>Completed</b> – Three main activities: a) Interviewed <u>C</u> ommunications faculty that teach CMNS 1140, ENGL 1100, and INFO 3110 b) Interviewed CDC staff that work with industry and Co-op students c) Time-release project for MSOB which identified top soft skills in-demand today

## Computer Science and Information Technology First Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Consult with PAC, identify critical business education soft skills required	Bojiang Ma	Dec 2021	May 2022	<b>Completed</b> – Presented to PAC during bi-annual meeting, prepared a survey and distributed to PAC members to complete, results have been compiled.
Review effectiveness of current roster of arts, business, and INFO courses within diploma and BTech programs at contributing to soft skills development, review timing/assessment/reinforcement of soft skills through the duration of the programs	Bojiang Ma	May 2022	March 2023	<b>In Progress</b> - Weekly meetings with Bojiang/Warren to analyze results and develop approaches for completing this step, extensive discussions with CDC to discuss the best way of improving soft skill given the current roster of courses, developed and distributed student survey to evaluate current curriculum effectiveness for soft skills development (compiling results), discussion with faculty (ongoing) Reason for Delay – availability of team members, changed our approach to complete this step to include a student survey and more in-depth discussions with CDC
Draft preliminary proposal for curricular development/adjustment	Warren Edwards	March 2023	June 2023	<b>In Progress</b> – compiling results from previous steps, preparing draft proposal, possible approaches include CDC career mentoring, course adjustments to include CDC advising, Co-op training for all students, self-reflection class activities, targeted soft skills training, move soft skills training from year 2 to year 1.
Review draft proposal with PAC and CSIT department	Bojiang Ma	March 2023	June 2023	<b>In Progress</b> - The committee is still in the process of preparing the draft proposal based on the change in approaches as discussed in the previous steps. Reason for Delay – Draft proposal still being prepared. Review with PAC and the CSIT department completion date updated.
Create formal proposal	Warren Edwards	Jun 2023	Aug 2023	<b>Not started</b> - The committee is still working on the draft proposal and review with PAC and CSIT is pending
Obtain institutional approvals from SoB, KPU for any curricular/program adjustments, budget approval	Bojiang Ma	Aug 2023	Dec 2023	Not started
Launch – 12-month implementation starting with “quick hits”	Warren Edwards	Dec 2023	Sept 2024	Not started

## Computer Science and Information Technology First Annual Follow-Up Report

STRATEGY 4: Strengthen BTech in IT Core Technical Skills

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 2:** Strengthen the CSIT Four-year BTech in IT Program

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Identify courses to focus on based on program review self-assessment report – review faculty, alumni, student, and PAC surveys	Cesar Lopez	Sep 2021	Oct 2021	<b>Completed-</b> The committee has identified the following courses based on the program review self-assessment report – review faculty, alumni, student, and PAC surveys. 1 <sup>st</sup> Year: INFO 1113, INFO 1213 2 <sup>nd</sup> Year: INFO 2312, INFO 2413 3 <sup>rd</sup> Year: INFO 3135, INFO 3180, INFO 3245 4 <sup>th</sup> Year: INFO 4105, INFO 4115, INFO 4190, INFO 4290, INFO 4330, INFO 4381.
Consult with faculty, critically review all selected course – identify gaps and improvement opportunities	Mandeep, Cesar	Sep 2021	Dec 2021	<b>Completed-</b> The committee has consulted with faculty and identified gaps and improvements in 13 courses.
Consult with PAC, identify gaps and improvement opportunities	Mandeep Pannu	Sep 2021	Dec 2021	<b>Completed-</b> The committee has presented its finding to the PAC and received positive feedback.
Present findings at Department meeting for feedback/approval	Cesar, Hao, Mandeep	Jan 2022	Jan 2022	<b>Completed-</b> The committee has presented all the changes to the department for approval. The department had approved all the changes.
Draft preliminary proposal for curricular development/adjustment	Cesar, Mandeep	Feb 2022	Jan 2023	<b>Completed</b> – The draft proposal for curricular development/adjustment.
Review draft proposal with PAC and CSIT department	Cesar, Mandeep	Feb 2022	Jan 2023	<b>Completed</b> – A draft proposal is completed. All the course outlines have been updated.
Create formal proposal	Cesar, Mandeep	Jan 2023	Feb 2023	<b>Completed</b> – The committee presented the courses to the department on Jan 23, 2023, for approval. The department has approved the following courses for changes: INFO 1213, INFO 2312, INFO 2413, INFO 3135, INFO 4190, and INFO 4290
Obtain institutional approvals from SoB, KPU for any curricular/program adjustments, budget approval	Mandeep	Feb 2023	March 2023	<b>Completed</b> – All the presented courses were approved by curriculum committee in Feb 2023 and Faculty council and Senate in March 2023.

## Computer Science and Information Technology First Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Launch – 12-month implementation starting with “quick hits”	Cesar, Mandeep and Hao	March 2023	Sep 2023	<b>In progress:</b> All the changes will implement by Sep 2023

STRATEGY 5: Adopt Project-based learning to enhance quality of instruction

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 2:** Strengthen the CSIT Four-year BTech in IT Program, **GOAL 3:** Collaboration focus through Project-based Learning

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Consult with Teaching and Learning Commons (TLC) define project-based learning as it applies to CSIT, define and develop plan to adopt project-based learning across all programs, identify/define/prepare two workshops that will be delivered to faculty over the next 12 months	Ted Chiou	Sep 2021	Feb 2022	<b>Completed-</b> Starting Oct. 2021, we have consulted with TLC and the teaching strategist Gillian Sudlow for the support and help of defining the Project Based Learning. <a href="#">The committee has researched and investigated the methodologies of project-based learning through books, articles, and Internet resources. Identified the 1<sup>st</sup> workshop will focus on introduction and 2<sup>nd</sup> workshop will focus on sharing concrete examples of project-based learning. The committee will review project-based learning across current programs after the workshops.</a>
Consult with CDC regarding internships/work placement arrangements beyond Co-op to enhance experiential learning	Edward Lo	Sep 2021	Dec 2021	<b>Completed-</b> The committee has contacted CDC for more information and discussed PBL with them.
Workshop #1: Explore and implement project-based learning for all programs, develop teaching teams, summarize findings, and capture actions	Edward Lo	Feb 2022	Feb 2022	<b>Completed-</b> The committee has successfully conducted the workshop with the support of Gillian Sudlow from TLC on Project Based Learning to our department on Feb 7, 2022. <a href="#">The committee investigated some of our INFO courses after the workshop and found that they already make use of project-based learning. The findings indicate that project-based learning is one of most effective teaching methods in delivering our technology courses. The findings and topic of team teaching have been discussed at department meeting.</a>

## Computer Science and Information Technology First Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Draft preliminary proposal for adopting project-based learning as a fundamental pedagogy	Edward Lo	Feb 2022	April 2023	<b>Pending</b> - The committee is still working on the proposal. Committee is in the process of reviewing all the courses.
Workshop #2: Explore and implement project-based learning for all programs, develop teaching teams, summarize findings, and capture actions	Ted Chiou	Feb 2023	March 2023	<b>Completed</b> - The committee has successfully conducted the second workshop with the support of Craig Wright from TLC on Project Based Learning to our department on Feb 27, 2023. <a href="#">After the 2<sup>nd</sup> workshop, the committee have reviewed all INFO courses, this review indicates that 50% of our 2<sup>nd</sup> year INFO courses and 92% of our upper level INFO courses already have team project designed in the assessment; which shows that project-based learning has been implemented extensively in our diploma and degree programs. The committee will bring this finding to April department meeting for discussion.</a>
Consult with PAC and CSIT department, gather feedback on project-based learning pedagogy	Jendy Wu	March 2023	May 2023	<b>Pending</b> - The committee has some discussions in our department meetings and have continued our conversation among faculty members.
Create formal proposal	Ted Chiou	Jun 2023	Sep 2023	<b>Pending</b> - After hours of thorough discussions in our committee, the committee has determined that the proposal should be completed after the previous steps have been finished.
Obtain institutional approvals from SoB, KPU for any curricular/program adjustments, budget approval	Jendy Wu	Sep 2023	Dec 2023	Not started
Launch – 12-month adoption starting with “quick hits”	Edward Lo	Dec 2023	Sep 2024	Not started

STRATEGY 6: Develop suite of data analytic courses

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 4:** Integration of the CSIT Programs with the Larger School of Business

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Consult with SoB faculty program leaders as well as programs in other Faculties, identify collaboration opportunities to develop new certificate in data analytics	Warren Edwards	Sep 2021	Dec 2021	<b>Completed-</b> The committee has consulted with SoB faculty program leaders and developed a new course in data analytics.
Consult with PAC, identify data analytics certificate option for SoB & KPU students	Warren Edwards	Sep 2021	June 2023	<b>In progress</b> - The committee has shared its findings with PAC. Committee has developed a new course in Python for Data Analytics.
Present findings at Department meeting for feedback/approval	Jendy Wu, Warren Edwards	Jan 2022	June 2023	<b>In progress-</b> The committee presented a new data analytics course to the department for discussion. The main goal is to <del>offer</del> offer it as a credit course in CSIT which Include it as part of the SoB Certificate in Data Analytics.
Draft preliminary proposal for curricular development/adjustment	Warren Edwards	June 2023	Aug 2023	<b>In progress-</b> The committee <del>isare</del> working on the draft proposal.
Review draft proposal with PAC and the CSIT department	Jendy Wu, Warren Edwards	June 2023	July 2023	Not started
Create formal proposal	Warren Edwards	July 2023	Dec 2023	Not started
Obtain institutional approvals from SoB, KPU for new data analytics certificate	Jendy Wu, Warren Edwards	Dec 2023	March 2024	Not started
Launch new certificate – 12-month implementation including approvals, marketing/scheduling, quick-hits, etc.	Warren Edwards	March 2024	Sep 2024	Not started

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## SENATE STANDING COMMITTEE ON PROGRAM REVIEW

**Agenda Number:** 5.3

**Meeting Date:** April 12, 2023

**Presenter(s):** Lucie Gagne, Andhra Goundrey

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**AGENDA TITLE:** INTERIOR DESIGN SECOND ANNUAL FOLLOW-UP REPORT

**ACTION REQUESTED:** Motion

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

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

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### COMMITTEE REPORT

For Secretariat Use Only

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#### Attachments

Interior Design Second Annual Follow-Up Report

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#### Submitted by

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

#### Date submitted

March 22, 2023



## Interior Design Second Annual Follow-Up Report

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

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

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

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

**Date Second Annual Follow-Up Report submitted:** March 16, 2023

### Second Progress Report

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

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

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

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
<p>Schedule ongoing faculty meetings and work collaboratively, utilizing reflective practice techniques and strategic ways to review/refine/revise program content (existing curriculum, structure, and outcomes) based on the recommendations made by the Council for Interior Design Accreditation 's (CIDA) latest accreditation report as well as our internal review.</p> <ul style="list-style-type: none"><li>Revise curriculum content to ensure professional readiness, and to address future trends and drivers for change such as sustainability, advancement in technology, and globalization.</li></ul>	IDSN Chair & Faculty	Spring 2021 & IDSN May 2021 Faculty Retreat	Dec 2021 Completed	<p><b>Accomplished</b></p> <p>Over the spring, early summer and fall semester, Interior Design faculty met regularly to work collaboratively on curriculum revisions. This included a series of intensive meetings at the end of the spring semester, continued with refinements over the summer, and required regularly weekly/bi-weekly meetings during the fall semester to revise the program and approve course outlines. Proposed changes reflect an evolution of our curriculum and seek to address key recommendations made by our latest accreditation report as well as our internal review.</p> <p>The team will continue the practice of curriculum review, assessment, and alignment on an annual basis.</p>

## Interior Design Second Annual Follow-Up Report

<ul style="list-style-type: none"> <li>Review curriculum integration to support learner convergence of knowledge base while meeting skill development targets.</li> <li>Work to better streamline projects and deliverables.</li> <li>Review curriculum in relation to Ministry skill development measures and targets, particularly related to writing and comprehension.</li> <li>Respond to the British Columbia K-12 curriculum transformation.</li> </ul>				
Consult with appropriate stakeholders, including industry partners.	IDSN Chair & Faculty	Early Spring 2021	Mid June 2021 <b>Completed</b>	<b>Accomplished</b> Informal consultations with various stakeholders took place in the spring & summer 2021. Stakeholders included Advisory Committee members, for example committee chair Start Rothnie (principal at HCMA Architecture + Design), Carol Jones (principal at Kasian Architecture Interior Design and Planning & 2010 KPU Honorary Degree recipient); plus, various industry guest reviewers and alumni of the program.
Consult with various stakeholders regarding a name change for the program as well as investigate the potential of changing the program to an Honours degree designation. <ul style="list-style-type: none"> <li>Including consulting with Josephine Chan (Provost/VPA Office) and David Burns (Senate Office) on AC 10 process on timing for possible Honours degree designation/name change.</li> </ul>	IDSN Chair & Faculty	Jan 2021	(Feb 2021) <b>Completed</b> Dec 2021	<b>Accomplished</b> At the department spring 2021 retreat, faculty decided not to pursue a name change for the program at this time. Consultations with the following key stakeholders regarding the honours degree started in spring of 2021 and continued throughout the fall 2021: Office of the Provost: <ul style="list-style-type: none"> <li>- Sandy Vanderburgh</li> <li>- Diane Purvey (Pro-Tem Provost &amp; VP, Academic)</li> <li>- David Burns (Pro-Tem Associate Vice President Academic)</li> </ul> Vice Chair of Senate: <ul style="list-style-type: none"> <li>- David Burns, Josephine Chan, Amy Jeon:</li> </ul> Other(s) <ul style="list-style-type: none"> <li>- Andhra Goundrey (Dean, WSD)</li> <li>- WSD Curriculum Committee</li> <li>- Nick Bransford (as Academic Advisor)</li> <li>- Nadia Henwood</li> </ul>

## Interior Design Second Annual Follow-Up Report

				<p style="text-align: center;">- Stephen Yezerinac</p> <p>We are moving ahead with offering an honours option to the degree – pending Senate approval on Feb 28, 2022.</p>
Work on a timeline and strategy for rolling out any curricular changes as needed.	IDSN Chair & Faculty	Mar 2021	(May 2021) <b>Completed</b> Dec 2021	<b>Accomplished</b> Strategy for the rollout of the revised curriculum submitted to WSD Curriculum Committee January 2022.
Revise and Update all course outlines.	IDSN Chair & Faculty	Sept 2021	Dec 2021 <b>Completed</b>	<b>Accomplished</b>
Submit proposal and changes to Curriculum Committee and follow KPU process for approval.	IDSN Chair & Faculty	Jan 2022	Jan 2022 <b>Completed</b>	<b>Accomplished</b> Curriculum revisions approved at WSD Curriculum Committee January 2022 meeting.
Submit the program change form (D7) form and course outlines for SSCC approval.	IDSN Chair & Faculty	Jan 2022	Feb 2022 <b>Completed</b>	<b>Accomplished</b> Submitted and approved at SSCC February 9, 2022 meeting.
SSCC package to Senate for approval.	IDSN Chair & Faculty	Feb 2022	Feb 2022 <b>Completed</b>	<b>Accomplished</b> Approved at Senate February 28, 2022 meeting.
Communicate changes broadly to appropriate stakeholders.	IDSN Chair & Program Assistant	Feb 2022	<del>Feb 2022</del> March/April 2023 <b>Completed</b>	<p><b>Accomplished</b></p> <p>Over the past year we have worked closely with WSD Communications + Events, Coordinator, and KPU Marketing to communicate and promote our program and our unique niche in the market place.</p> <p>Communication included the following:</p> <ul style="list-style-type: none"> <li>- Initial communication with new applicants was implemented starting Spring 2022.</li> <li>- Revisions to University Calendar and program website.</li> <li>- KPU press release in fall 2022.</li> <li>- Info session held in fall 2022 and spring 2023.</li> <li>- Q &amp; A session with students during Start Up week September 2022, and again in January 2023.</li> </ul> <p>Communication campaign will continue into years to come – see Strategy 7.</p>

## Interior Design Second Annual Follow-Up Report

Implement revised course curriculum.	IDSN Chair & Faculty	Sept 2022	(Sept 2022) May 2024	<p><b>In progress</b></p> <p>Revised curricula roll out plan started fall 2022 per the Transition Plan Overview provided as part of D7 submission.</p> <p>Revised courses for year 1 and year 3 of the program were implementation fall 2022 and spring 2023.</p> <p>Roll out of revisions for year 2 and 4 of the program and the completed transition to the revised BID &amp; BID Honours are planned for the next academic year to be completed by the end of spring 2024.</p>
Monitor course revision effectiveness and renew, update and amend as needed.	IDSN Chair & Faculty	Sept 2022	(May 2023) May 2024	<p><b>In progress</b></p> <p>Over the past year we have continued to monitor course revisions effectiveness. The department is planning course implementation workshop(s) again in May/23 to facilitate student focused delivery models.</p> <p>Faculty meets monthly to review and discuss implementation of the new curriculum.</p> <p>Monitor course revision effectiveness will continue as we roll out revisions for year 2 and year 4 of the program over the next academic year.</p>

## Interior Design Second Annual Follow-Up Report

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

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

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

## Interior Design Second Annual Follow-Up Report

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

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

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Monitor student demand (past, present and future), comparable programs at competing institutions, trends and changing contexts in the discipline/sector.	IDSN Chair & Program Assistant	On-going	Fall 2025	<p><b>In progress</b></p> <p>As an accredited selective entry program, monitoring and analysis of student demand, enrolment data, trends, as well as monitoring comparable programs at competing institution is something we do on an ongoing basis. Additionally, it is a requirement of our industry accrediting body (CIDA) that we collect and publish, on an annual basis, reliable information regarding student achievement, including aggregate data addressing attrition and retention, graduation rates, job placement rates, and acceptance into graduate programs. In order to meet CIDA's requirements, we intend to update and publish the information on our website <b>every September</b>. We have reached out to KPU Office of Planning &amp; Accountability (OPA) for support collecting some of this data.</p> <p><b>On-going:</b></p> <p>As mentioned above, collecting and publishing reliable information regarding student achievement on an annual basis is a requirement from our industry accrediting body (CIDA). The department does not have the resources nor the expertise to collect and track the required information; keeping up to date with the information has proven to be a challenge. This is an area we need support from the University, especially from KPU Office of Planning &amp; Accountability (OPA) office to be able to provide accurate information.</p>
Re-assess Portfolio entrance requirements to align with the evolving profile of the incoming applicant.	IDSN Chair & faculty	Jan 2021	May 2021 <b>Completed</b>	<p><b>Accomplished</b></p> <p>We de-brief and review our portfolio requirements yearly on an ongoing basis to make sure we are responding to the evolving profile of incoming applicants.</p>

# Interior Design Second Annual Follow-Up Report

Research and investigate potential for Articulation and more formal Transfer Agreements with other institutions.	IDSN Chair & faculty	May 2021	2024	<p><b>In progress</b> This is a long term goal for the department and not identified as a priority. The department has identified a number of institutions with whom we can explore potential articulation or transfer agreement over the next 3 years. We are currently in conversation with the Canadian University Dubai to formalize an Articulation Agreement. We hope to have this articulation in place by <b>September <del>2023</del> 2024.</b></p> <p><b>On-going</b> General MOU between KPU and Canadian University Dubai (CUD) was signed in January 2023. More detailed examination of the curriculum and a review of students learning outcomes is required before we can proceed with a formal articulation agreement. A faculty visit to CUD is tentatively planned for fall 2023 in order to finalize an agreement. The goal is to be able to welcome students from CUD for fall 2024.</p> <p>We are also looking at other potential articulations, including with Langara. No specific timeline at the point.</p>
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## Interior Design Second Annual Follow-Up Report

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

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

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
<p>Establish a department/faculty committee that will work to:</p> <ul style="list-style-type: none"> <li>explore ways of working with other academic units (in a variety of capacities) in order to expand on cross-discipline opportunities;</li> <li>further evaluate opportunities for community service/learning &amp; work with our program advisory committee to define how community service/learning opportunities can be best structured to maximize both service learning and leadership skills development for our students;</li> <li>look for meaningful ways to build collaborative partnership with indigenous communities and to expand Indigenous participation in the program;</li> <li>work with research centers and community organizations to link student projects and research projects with various community needs;</li> <li>seek opportunities for financial support for the research and teaching activities conducted in the faculty</li> </ul>	IDSN Chair & faculty	Spring 2021	<p><del>Fall 2026</del></p> <p><b>Completed</b></p> <p>Fall 2021</p>	<p><b>Accomplished</b></p> <p>Over the past year, various faculty have worked collaboratively taking on specific initiatives based on their interests:</p> <ul style="list-style-type: none"> <li>➤ <i>Working with other academic units:</i> Lucie Gagné (Chair), Marlis Joller &amp; Brenda Snaith <ul style="list-style-type: none"> <li>○ We have reached out to CADD to explore potential collaboration (e.g., the use of virtual and augmented reality (VR and AR) in teaching building systems; potential offerings of CAD courses to IDSN students, etc...).</li> <li>○ We are exploring possible collaboration with Trades (e.g. the container project).</li> <li>○ We are in the process of reaching out to Psychology regarding possible collaboration teaching our Human Factors course.</li> </ul> </li> <li>➤ <i>Community service/learning opportunities:</i> Lucie Gagné (Chair) &amp; all <ul style="list-style-type: none"> <li>○ All team members in the program are constantly expanding their network and work closely with our industry partners (e.g., Advisory Committee and guest speakers) to find opportunities for hands-on/real life experiences for our students; as well as incorporating learning activities that include professional, international, and community partnerships.</li> <li>○ Our new revised senior studio will provide more opportunities to respond to and engage in community projects.</li> <li>○ Lucie Gagné (Chair) &amp; Stephanie St. Loe are currently participating in the KPU Practicum &amp; Service Learning Group led by Larissa Petrillo.</li> <li>○ Brenda Snaith is the current Interior Design faculty liaison to the Climate Action Committee of our Professional Association body</li> </ul> </li> </ul>

# Interior Design Second Annual Follow-Up Report

				<p>(IDIBC), arranging volunteer and mentoring opportunities with professional registered, intern, and student members across BC.</p> <p>➤ <i>Partnership with Indigenous communities:</i>  Lucie Gagné (Chair), &amp; Erika Balcombe</p> <ul style="list-style-type: none"> <li>○ We continue to strive to work in close collaboration with Indigenous communities whenever the opportunity arises, and most specifically with our name sake the Kwantlen First Nations &amp; the Seyem Qwantlen Business group.</li> <li>○ As part of our curriculum revisions, faculty worked to update content to include decolonizing perspectives and strategies to invite Indigenous participation in the program.</li> <li>○ Last fall, the Langley Centennial Museum, working in close collaboration with the Katzie, Kwantlen, and Matsqui First Nations, reached out to ask for our participation in the ‘Exhibition Development and Design Advisory Group’ for the design of the new museum exhibition spaces; faculty member Erika Balcombe agreed to participate in the process, and we hope moving forward this may lead to opportunity for student involvement.</li> </ul> <p>➤ <i>Research projects:</i>  Lucie Gagné (Chair), Paola Gavilanez &amp; Stephanie St. Loe</p> <ul style="list-style-type: none"> <li>○ Faculty are considering ways to expand applied research opportunities for faculty and students moving forward.</li> <li>○ With the support of faculty, a 3<sup>rd</sup> year interior design student received a Student Research and Innovation Grant, and is currently working with faculty member Stephanie St. Loe as part of a pilot project looking at best practices for teaching and learning in a hybrid format (partly face-to-face and partly remote).</li> </ul> <p>The work of this committee is ongoing and the department / faculty will set annual targets.</p>
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## Interior Design Second Annual Follow-Up Report

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

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

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Assess how the program aligns with the university's strategic plans for internationalization.	IDSN Chair & faculty	Jan 2021	Fall 2021 <b>Completed</b>	<b>Accomplished</b> The department works closely and on an on-going basis with KPU International. As part of the department spring 2021 retreat, faculty assessed and affirmed that our program continues to align with the university's strategic plans for internationalization.
Work with the WSD Dean and in close collaboration with KPU International office to: <ul style="list-style-type: none"> <li>re-assess existing international partnerships;</li> <li>expand partnerships and opportunities for bilateral exchange agreements;</li> <li>explore opportunities to acquire funding for mobility projects;</li> <li>explore opportunities of faculty exchanges, visiting academics, as well as research opportunities.</li> </ul>	IDSN Chair	Jan 2021	Fall 2025	<b>In progress</b> This is a long-term goal for the department. Over the past year, we have continued to work in close collaboration with KPU International Office on our stated steps to build / expand international opportunities.  <b>On-going</b> In particular, re-assessing existing international partnerships (Exchange Partner Renewal Evaluation), we intend to have this completed <del>by Jan 2023</del> <b>2025</b> . <b>This is something that needs to be assessed as part of an overall strategy for the Wilson School of Design, not just the department. Due to workload and unforeseen circumstances this is a long-term goal for the department and is ongoing.</b>  We are also currently working on Course Mapping and Articulation Agreement with Canadian University Dubai, and we hope to have an MOU in place by <b>September 2023</b> <b>2024</b> . See strategy 3.

## Interior Design Second Annual Follow-Up Report

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

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

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Schedule professional development faculty meeting(s) to: <ul style="list-style-type: none"> <li>review and re-assess our faculty professional development (PD) needs;</li> <li>outline strategies for continued support of faculty PD in order to maintain educational and professional currency;</li> <li>assess our needs for training from Teaching &amp; Learning;</li> <li>find ways to encourage sharing of information and dissemination of PD information &amp; experiences between faculty.</li> </ul>	IDSN Chair & PD Rep.	Spring 2021 & IDSN May 2021 Faculty Retreat	Jan 2026	<p><b>In progress</b></p> <p>Faculty continue to be very active in the profession and participate in relevant scholarly and professional development activities. In the last year, professional development has included innovative approaches to teaching and learning, technology-supported instruction, on-line course website development, e-portfolio, and mobile e-learning strategies, etc...</p> <p>Faculty have identified needs for support and we are in the process of planning a series of workshops for our department year-end spring retreat. We hope to include the following: Teaching &amp; Learning to support curriculum mapping workshop; Jennifer Anaquod, Indigenous Studies; as well as the Learning Center.</p> <p><b>On-going</b></p> <p>This is a long-term goal for the department.</p> <p>As planned, a series of workshops were held during our year-end spring retreat in May 2022 which included curriculum mapping workshop with the support of Teaching &amp; Learning; as well with the Learning Center to support the development of a Moodle course for new students.</p> <p>We are currently planning our May 2023 faculty retreat and hope to include the following: workshop on assessment with Teaching &amp; Learning; modules of e-portfolio and Pebble Pad; as well as a session with Jennifer Anaquod.</p>

## Interior Design Second Annual Follow-Up Report

<p>IDSN Search Committee to meet to:</p> <ul style="list-style-type: none"> <li>• discuss strategies for how to increase diversity in the program;</li> <li>• develop approaches for transfer of knowledge and curriculum continuance to ensure program sustainability (i.e. succession planning), and how to build capacity for who can replace outgoing faculty when they leave; increases the availability of experienced and capable faculty that are prepared to teach across the curriculum as courses become available (i.e. teaching inventory).</li> </ul>	<p>IDSN Search Committee</p>	<p>Spring 2021</p>	<p>Jan 2026</p>	<p><b>In progress</b></p> <p>The Interior Design Search Advisory Committee meets regularly and works in close collaboration with the Dean's office. Currently, the Search Advisory Committee is assessing the changes in teaching inventory resulting from our program and curriculum revisions, and revising teaching criteria for all courses.</p> <p>In addition, the committee is considering the impact of up-coming retirements of the only two full-time faculty over the next few years, and how best to plan for succession.</p> <p>The committee has drafted a search posting to update the Qualified Faculty List (QFL) and interviews are planned to take place over the next couple months. Since the changes to the curriculum will be rolled out over the next 2 year starting September 2022, the committee hopes to have an updated/revised inventory of teaching faculty completed by <b>May 2022</b>, and another review by <b>May 2023</b> in order to insure a robust QFL and succession plan.</p> <p><b>On-going</b></p> <p>As previously stated, the IDSN Search Advisory Committee completed a first round of updates to the QFL in May 2022, and is currently in the process of another search to update the QFL for the next academic year.</p> <p>In addition, the committee has just completed a search to replace the two full-time regular faculty after the retirement of one of the full-time faculty last August and another upcoming retirement this coming August. Appointments announcement is forthcoming.</p> <p>The department has just elected a new Chair elect who will assume the role starting August 2023.</p>
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## Interior Design Second Annual Follow-Up Report

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

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

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
<p>Work with the Future Students Office and Marketing on a wider strategy to:</p> <ul style="list-style-type: none"> <li>improve applications to current degree holders, diploma holders, males, and mature students;</li> <li>attract applicants that have a high likelihood of success academically and professionally;</li> <li>promote and highlight our unique attributes, such as our Entrance Scholarship and potential for students to achieve a minor in a chosen discipline, etc.</li> </ul>	IDSN Chair & Program Assistant	On-going	Fall 2025	<p><b>In progress</b> This is a long-term goal for the department and is on-going. Besides the information provided on the program website, university calendar, and KPU marketing material, Interior Design has been working closely with WSD Communications + Events, Coordinator, as well as KPU Future Students Office (FSO) to promote our program. For example, inclusion of our program in WSD initiatives such as: <i>Info sessions &amp; Portfolio Day events; Grad Website; Comprehensive Social Media marketing campaign; Digital Media Youth Expo; Video productions; WSD Faculty Showcase and KPU Open House.</i> In addition to initiatives outlined above, over the next year, we plan on working with the Future Students Office and Marketing to outline a specific and targeted strategy to promote our program.</p> <p><b>On-going</b> As outlined above, this is a long-term goal and is on-going. Updates to our program website, university calendar, and KPU marketing material are ongoing; and we continue to work closely with WSD Communications + Events, Coordinator, as well as KPU Future Students Office (FSO) to outline a specific and targeted strategy to promote our program.</p>

## Interior Design Second Annual Follow-Up Report

<p>Closely observe the direction of competing institutions such as BCIT and Vancouver Island University and seek strategies to highlight our unique niche in the marketplace.</p>	<p>IDSN Chair &amp; Program Assistant</p>	<p>On-going</p>	<p>Fall 2025</p>	<p><b>In progress</b> Monitoring comparable programs at competing institutions is something we do on an ongoing basis in order to stay abreast of the contexts in our discipline/sector. (<i>Refer to Strategy 3 – step 2</i>). An analysis of comparable program locally, as well as nationally and internationally, is in large part what drove our decision to pursue the implementation of an honours option to the degree. This will increase program recognition and highlight our program’s unique niche in the marketplace. (The competitive environment within the province currently offers 3 (and soon 4) programs that are CIDA accredited.)</p> <p><b>On-going</b> This is a long-term goal for the department and is something we do on an ongoing basis.</p> <p>The implementation of the Honours has already proven to be a strategy that highlights our unique niche in the marketplace. Moving forward we will continue to look for opportunity and strategies that will increase our program recognition and better distinguish our program from our competition.</p>
<p>Work with the Future Students Office and Marketing to promote CPS courses and/or workshops offerings.</p>	<p>IDSN Chair &amp; Program Assistant</p>	<p><del>(2021)</del> <del>Spring 2023</del> Fall 2023</p>	<p><del>Spring 2021</del> 2025</p>	<p><b>Pending</b> Pending development and implementation of CPS courses and/or workshops offerings – see Strategy 3.</p> <p>This is still pending a broader conversation at the Wilson School of Design level and the development of a coordinated Strategic Plan for CPS and micro-credential courses and/or workshops offerings.</p>

PROGRAM UNDER REVIEW: Interior Design

### Instructions for Reviewers

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

#### OVERALL ASSESSMENT:

*Please provide a brief assessment of the Annual Follow-Up Report under review and an overall recommendation.*

**Reviewer #1:** Both the progress made to date and the rationale behind unmet tasks have been presented clearly.

**Reviewer #2:** Congrats to the program on making good progress in many areas since the previous annual report. I have identified a few suggested edits below. One recurring issue is the use of a seemingly arbitrary "complete by" date for steps that will be ongoing indefinitely. Since the work on these has already started, and will be ongoing, I suggest moving the "complete by" date to an earlier date, so that these activities do not incorrectly get flagged as incomplete by future readers of the document.

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

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

### MAJOR ISSUES AND SUGGESTED ACTIONS:

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

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

Issue (page #)	Suggested Action	Program's Response
Page 6, Strategy 3, Step1. It sounds like you have had difficulty moving forward with this.	Since one of the requirements of the follow-up report is to outline reasons for delays, could you elaborate a bit more on why progress has not occurred (aside from not having resources within the department)? Under "in progress" you had previously written that you had reached out to OPA. Under "ongoing" you again write that you need support from OPA, but it is not clear what the bottleneck is. Would it help to arrange a meeting with OPA (if that has not already been done)?	We have provided additional comment.
Page 7, Strategy 3, Step 3. You state that there is no specific timeline for investigating other possible	To help ensure progress is measurable, could you put a date by which will have reached out to	We have provided a date

Issue (page #)	Suggested Action	Program's Response
articulations, such as with Langara.	Langara to start discussions?	
Page 10, Strategy 5, Step 2. In strategy 3, you say an MoU was signed in January 2023, but here you say you hope to have an MoU in place by September 2024.	Do you mean you plan to have the articulation agreement ready by Sept 2024?	Corrected
Page 11, Strategy 6, Step 1. Since this is an ongoing process, what significance does Jan 2026 have as a "complete by" date? Presumably this will be ongoing indefinitely?	It sounds like all of the bullet points in the first column have already been started, so perhaps the "complete by" date can be revised to an earlier date so that this doesn't incorrectly appear to be incomplete again in a year's time if there is another follow-up report.	We revised 'completed by' date
Page 12, Strategy 6, Step 2. Similar to the previous comment, although this is an ongoing process, it sounds like the initiation of these items is complete.	Perhaps the "complete by" date can be revised to an earlier date so that this doesn't appear incomplete again in a year's time if there is another follow-up report.	We revised 'completed by' date
Pages 13 & 14, Strategy 7, Steps 1 & 2. Similar to above, what is the meaning of the Fall 2025 completion dates?	Since the appropriate activities have been initiated and will continue indefinitely, I suggest making the "complete by" date earlier so that this does not appear to be incomplete.	We revised 'completed by' date

**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. **Done**

Minor Edits (page #)
Page 4: "...were implementation fall 2022..." should be "...were implemented fall 2022..."
Page 4: "Monitor course revision effectiveness will continue..." should be "Monitoring of course revision effectiveness will continue"
Page 6: "...competing institution..." should be "...competing institutions..."
Page 12 – "completed a fist round of updates": fist -> first



## Interior Design Second Annual Follow-Up Report

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

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

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

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

**Date Second Annual Follow-Up Report submitted:** **March 16, 2023;** (revised April 4<sup>th</sup>)

### Second Progress Report

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

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

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

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
<p>Schedule ongoing faculty meetings and work collaboratively, utilizing reflective practice techniques and strategic ways to review/refine/revise program content (existing curriculum, structure, and outcomes) based on the recommendations made by the Council for Interior Design Accreditation's (CIDA) latest accreditation report as well as our internal review.</p> <ul style="list-style-type: none"><li>Revise curriculum content to ensure professional readiness, and to address future trends and drivers for change such as sustainability, advancement in technology, and globalization.</li><li>Review curriculum integration to support learner convergence of knowledge base while meeting skill development targets.</li><li>Work better to streamline projects and deadlines.</li></ul>	IDSN Chair & Faculty	Spring 2021 & IDSN May 2021 Faculty Retreat	Dec 2021 <b>Completed</b>	<p><b>Accomplished</b></p> <p>Over the spring, early summer and fall semester, Interior Design faculty met regularly to work collaboratively on curriculum revisions. This included a series of intensive meetings at the end of the spring semester, continued with refinements over the summer, and required regularly weekly/bi-weekly meetings during the fall semester to revise the program and approve course outlines.</p> <p>Proposed changes reflect an evolution of our curriculum and seek to address key recommendations made by our latest accreditation report as well as our internal review.</p> <p>The team will continue the practice of curriculum review, assessment, and alignment on an annual basis.</p>

## Interior Design Second Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
<ul style="list-style-type: none"> <li>Review curriculum in relation to Ministry skill development measures and targets, particularly related to writing and comprehension.</li> <li>Respond to the British Columbia K-12 curriculum transformation.</li> </ul>				
Consult with appropriate stakeholders, including industry partners.	IDSN Chair & Faculty	Early Spring 2021	Mid June 2021 <b>Completed</b>	<b>Accomplished</b> Informal consultations with various stakeholders took place in the spring & summer 2021. Stakeholders included Advisory Committee members, for example committee chair Start Rothnie (principal at HCMA Architecture + Design), Carol Jones (principal at Kasian Architecture Interior Design and Planning & 2010 KPU Honorary Degree recipient); plus, various industry guest reviewers and alumni of the program.
Consult with various stakeholders regarding a name change for the program as well as investigate the potential of changing the program to an Honours degree designation. <ul style="list-style-type: none"> <li>Including consulting with Josephine Chan (Provost/VPA Office) and David Burns (Senate Office) on AC 10 process on timing for possible Honours degree designation/name change.</li> </ul>	IDSN Chair & Faculty	Jan 2021	(Feb 2021) <b>Completed</b> Dec 2021	<b>Accomplished</b> At the department spring 2021 retreat, faculty decided not to pursue a name change for the program at this time. Consultations with the following key stakeholders regarding the honours degree started in spring of 2021 and continued throughout the fall 2021: Office of the Provost: <ul style="list-style-type: none"> <li>- Sandy Vanderburgh</li> <li>- Diane Purvey (Pro-Tem Provost &amp; VP, Academic)</li> <li>- David Burns (Pro-Tem Associate Vice President Academic)</li> </ul> Vice Chair of Senate: <ul style="list-style-type: none"> <li>- David Burns, Josephine Chan,</li> </ul> Amy Jeon: Other(s) <ul style="list-style-type: none"> <li>- Andhra Goundrey (Dean, WSD)</li> <li>- WSD Curriculum Committee</li> <li>- Nick Bransford (as Academic Advisor)</li> <li>- Nadia Henwood</li> </ul>

## Interior Design Second Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
				<p>- Stephen Yezerinac</p> <p>We are moving ahead with offering an honours option to the degree – pending Senate approval on Feb 28, 2022.</p>
Work on a timeline and strategy for rolling out any curricular changes as needed.	IDSN Chair & Faculty	Mar 2021	(May 2021) <b>Completed</b> Dec 2021	<b>Accomplished</b> Strategy for the rollout of the revised curriculum submitted to WSD Curriculum Committee January 2022.
Revise and Update all course outlines.	IDSN Chair & Faculty	Sept 2021	Dec 2021 <b>Completed</b>	<b>Accomplished</b>
Submit proposal and changes to Curriculum Committee and follow KPU process for approval.	IDSN Chair & Faculty	Jan 2022	Jan 2022 <b>Completed</b>	<b>Accomplished</b> Curriculum revisions approved at WSD Curriculum Committee January 2022 meeting.
Submit the program change form (D7) form and course outlines for SSCC approval.	IDSN Chair & Faculty	Jan 2022	Feb 2022 <b>Completed</b>	<b>Accomplished</b> Submitted and approved at SSCC February 9, 2022 meeting.
SSCC package to Senate for approval.	IDSN Chair & Faculty	Feb 2022	Feb 2022 <b>Completed</b>	<b>Accomplished</b> Approved at Senate February 28, 2022 meeting.
Communicate changes broadly to appropriate stakeholders.	IDSN Chair & Program Assistant	Feb 2022	Feb 2022 March/April 2023 <b>Completed</b>	<p><b>Accomplished</b></p> <p>Over the past year we have worked closely with WSD Communications + Events, Coordinator, and KPU Marketing to communicate and promote our program and our unique niche in the <del>market place</del><u>marketplace</u>. Communication included the following:</p> <ul style="list-style-type: none"> <li>- Initial communication with new applicants was implemented starting Spring 2022.</li> <li>- Revisions to University Calendar and program website.</li> <li>- KPU press release in fall 2022.</li> <li>- Info session held in fall 2022 and spring 2023.</li> <li>- Q &amp; A session with students during Start Up week September 2022, and again in January 2023.</li> </ul> <p>Communication campaign will continue into years to come – see Strategy 7.</p>

## Interior Design Second Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
Implement revised course curriculum.	IDSN Chair & Faculty	Sept 2022	(Sept 2022) May 2024	<b>In progress</b> Revised curricula roll out plan started fall 2022 per the Transition Plan Overview provided as part of D7 submission. Revised courses for year 1 and year 3 of the program were <del>implementation</del> implemented fall 2022 and spring 2023. Roll out of revisions for year 2 and 4 of the program and the completed transition to the revised BID & BID Honours are planned for the next academic year to be completed by the end of spring 2024.
Monitor course revision effectiveness and renew, update and amend as needed.	IDSN Chair & Faculty	Sept 2022	(May 2023) May 2024	<b>In progress</b> Over the past year we have continued to monitor course revisions effectiveness. The department is planning course implementation workshop(s) again in May/23 to facilitate student focused delivery models. Faculty meets monthly to review and discuss implementation of the new curriculum. Monitoring course revision effectiveness will continue as we roll out revisions for year 2 and year 4 of the program over the next academic year.

## Interior Design Second Annual Follow-Up Report

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

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

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

## Interior Design Second Annual Follow-Up Report

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

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

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Monitor student demand (past, present and future), comparable programs at competing institutions, trends and changing contexts in the discipline/sector.	IDSN Chair & Program Assistant	On-going	<del>Fall 2025</del> <u>Fall 2024</u>	<p><b>In progress</b></p> <p>As an accredited selective entry program, monitoring and analysis of student demand, enrolment data, trends, as well as monitoring comparable programs at competing institutions is something we do on an ongoing basis. Additionally, it is a requirement of our industry accrediting body (CIDA) that we collect and publish, on an annual basis, reliable information regarding student achievement, including aggregate data addressing attrition and retention, graduation rates, job placement rates, and acceptance into graduate programs. In order to meet CIDA's requirements, we intend to update and publish the information on our website <b>every September</b>. We have reached out to KPU Office of Planning &amp; Accountability (OPA) for support collecting some of this data.</p> <p><b>On-going:</b></p> <p>As mentioned above, collecting and publishing reliable information regarding student achievement on an annual basis is a requirement from our industry accrediting body (CIDA). The department does not have the resources nor the expertise to collect and track the required information. Keeping up to date with the information has proven to be a challenge. This is an area we need support from the University, especially from KPU Office of Planning &amp; Accountability (OPA) office to be able to provide accurate information.</p> <p><u>We have reached out to OPA for support in the past to ask for help with this. Unfortunately, getting the support we need has not been forthcoming. The plan is to reach out again to set up a meeting in the fall to hopefully articulate a plan for how this information can be collected and communicated clearly.</u></p>

## Interior Design Second Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Re-assess Portfolio entrance requirements to align with the evolving profile of the incoming applicant.	IDSN Chair & faculty	Jan 2021	May 2021 <b>Completed</b>	<b>Accomplished</b> We de-brief and review our portfolio requirements yearly on an ongoing basis to make sure we are responding to the evolving profile of incoming applicants.
Research and investigate potential for Articulation and more formal Transfer Agreements with other institutions.	IDSN Chair & faculty	May 2021	<del>2024</del> <u>2025</u>	<p><b>In progress</b> This is a long term goal for the department and not identified as a priority. The department has identified a number of institutions with whom we can explore potential articulation or transfer agreement over the next 3 years. We are currently in conversation with the Canadian University Dubai to formalize an Articulation Agreement. We hope to have this articulation in place by <del>September 2023</del> <b>2024</b>.</p> <p><b>On-going</b> General MOU between KPU and Canadian University Dubai (CUD) was signed in January 2023. More detailed examination of the curriculum and a review of students learning outcomes is required before we can proceed with a formal articulation agreement. A faculty visit to CUD is tentatively planned for fall 2023 in order to finalize an agreement. The goal is to be able to welcome students from CUD for fall 2024.</p> <p>We are also looking at other potential articulations, including with Langara. <u>Tentatively, we plan on more targeted discussions starting next academic year for a potential articulation by 2025.</u></p>

## Interior Design Second Annual Follow-Up Report

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

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

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
<p>Establish a department/faculty committee that will work to:</p> <ul style="list-style-type: none"> <li>explore ways of working with other academic units (in a variety of capacities) in order to expand on cross-discipline opportunities;</li> <li>further evaluate opportunities for community service/learning &amp; work with our program advisory committee to define how community service/learning opportunities can be best structured to maximize both service learning and leadership skills development for our students;</li> <li>look for meaningful ways to build collaborative partnership with indigenous communities and to expand Indigenous participation in the program;</li> <li>work with research centers and community organizations to link student projects and research projects with various community needs;</li> <li>seek opportunities for financial support for the research and teaching activities conducted in the faculty</li> </ul>	IDSN Chair & faculty	Spring 2021	<p><del>Fall 2026</del></p> <p><b>Completed</b></p> <p>Fall 2021</p>	<p><b>Accomplished</b></p> <p>Over the past year, various faculty have worked collaboratively taking on specific initiatives based on their interests:</p> <ul style="list-style-type: none"> <li>➤ <i>Working with other academic units:</i> Lucie Gagné (Chair), Marlis Joller &amp; Brenda Snaith <ul style="list-style-type: none"> <li>○ We have reached out to CADD to explore potential collaboration (e.g., the use of virtual and augmented reality (VR and AR) in teaching building systems; potential offerings of CAD courses to IDSN students, etc...).</li> <li>○ We are exploring possible collaboration with Trades (e.g. the container project).</li> <li>○ We are in the process of reaching out to Psychology regarding possible collaboration teaching our Human Factors course.</li> </ul> </li> <li>➤ <i>Community service/learning opportunities:</i> Lucie Gagné (Chair) &amp; all <ul style="list-style-type: none"> <li>○ All team members in the program are constantly expanding their network and work closely with our industry partners (e.g., Advisory Committee and guest speakers) to find opportunities for hands-on/real life experiences for our students; as well as incorporating learning activities that include professional, international, and community partnerships.</li> <li>○ Our new revised senior studio will provide more opportunities to respond to and engage in community projects.</li> <li>○ Lucie Gagné (Chair) &amp; Stephanie St. Loe are currently participating in the KPU Practicum &amp; Service Learning Group led by Larissa Petrillo.</li> <li>○ Brenda Snaith is the current Interior Design faculty liaison to the Climate Action Committee of our Professional Association body</li> </ul> </li> </ul>

## Interior Design Second Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
				<p>(IDIBC), arranging volunteer and mentoring opportunities with professional registered, intern, and student members across BC.</p> <p>➤ <i>Partnership with Indigenous communities:</i> Lucie Gagné (Chair), &amp; Erika Balcombe</p> <ul style="list-style-type: none"> <li>○ We continue to strive to work in close collaboration with Indigenous communities whenever the opportunity arises, and most specifically with our name sake the Kwantlen First Nations &amp; the Seyem Qwantlen Business group.</li> <li>○ As part of our curriculum revisions, faculty worked to update content to include decolonizing perspectives and strategies to invite Indigenous participation in the program.</li> <li>○ Last fall, the Langley Centennial Museum, working in close collaboration with the Katzie, Kwantlen, and Matsqui First Nations, reached out to ask for our participation in the 'Exhibition Development and Design Advisory Group' for the design of the new museum exhibition spaces; faculty member Erika Balcombe agreed to participate in the process, and we hope moving forward this may lead to opportunity for student involvement.</li> </ul> <p>➤ <i>Research projects:</i> Lucie Gagné (Chair), Paola Gavilanez &amp; Stephanie St. Loe</p> <ul style="list-style-type: none"> <li>○ Faculty are considering ways to expand applied research opportunities for faculty and students moving forward.</li> <li>○ With the support of faculty, a 3<sup>rd</sup> year interior design student received a Student Research and Innovation Grant, and is currently working with faculty member Stephanie St. Loe as part of a pilot project looking at best practices for teaching and learning in a hybrid format (partly face-to-face and partly remote).</li> </ul> <p>The work of this committee is ongoing and the department / faculty will set annual targets.</p>

## Interior Design Second Annual Follow-Up Report

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

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

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Assess how the program aligns with the university's strategic plans for internationalization.	IDSN Chair & faculty	Jan 2021	Fall 2021 <b>Completed</b>	<b>Accomplished</b> The department works closely and on an on-going basis with KPU International. As part of the department spring 2021 retreat, faculty assessed and affirmed that our program continues to align with the university's strategic plans for internationalization.
Work with the WSD Dean and in close collaboration with KPU International office to: <ul style="list-style-type: none"> <li>re-assess existing international partnerships;</li> <li>expand partnerships and opportunities for bilateral exchange agreements;</li> <li>explore opportunities to acquire funding for mobility projects;</li> <li>explore opportunities of faculty exchanges, visiting academics, as well as research opportunities.</li> </ul>	IDSN Chair	Jan 2021	Fall 2025	<b>In progress</b> This is a long-term goal for the department. Over the past year, we have continued to work in close collaboration with KPU International Office on our stated steps to build / expand international opportunities.  <b>On-going</b> In particular, re-assessing existing international partnerships (Exchange Partner Renewal Evaluation), we intend to have this completed <del>by Jan 2023</del> <b>2025</b> . This is something that needs to be assessed as part of an overall strategy for the Wilson School of Design, not just the department. Due to workload and unforeseen circumstances this is a long-term goal for the department and is ongoing.  We are also currently working on Course Mapping and Articulation Agreement with Canadian University Dubai, and we hope to have <del>an MOU</del> <u>an articulation agreement</u> in place by <del>September 2023</del> <b>2024</b> . See strategy 3.

## Interior Design Second Annual Follow-Up Report

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

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

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Schedule professional development faculty meeting(s) to: <ul style="list-style-type: none"> <li>review and re-assess our faculty professional development (PD) needs;</li> <li>outline strategies for continued support of faculty PD in order to maintain educational and professional currency;</li> <li>assess our needs for training from Teaching &amp; Learning;</li> <li>find ways to encourage sharing of information and dissemination of PD information &amp; experiences between faculty.</li> </ul>	IDSN Chair & PD Rep.	Spring 2021 & IDSN May 2021 Faculty Retreat	<del>Jan 2026</del> <u>May 2023</u>	<p><b>In progress</b></p> <p>Faculty continue to be very active in the profession and participate in relevant scholarly and professional development activities. In the last year, professional development has included innovative approaches to teaching and learning, technology-supported instruction, on-line course website development, e-portfolio, and mobile e-learning strategies, etc...</p> <p>Faculty have identified needs for support and we are in the process of planning a series of workshops for our department year-end spring retreat. We hope to include the following: Teaching &amp; Learning to support curriculum mapping workshop; Jennifer Anaquod, Indigenous Studies; as well as the Learning Center.</p> <p><b>On-going</b></p> <p>This is a long-term goal for the department.</p> <p>As planned, a series of workshops were held during our year-end spring retreat in May 2022 which included curriculum mapping workshop with the support of Teaching &amp; Learning; as well with the Learning Center to support the development of a Moodle course for new students.</p> <p>We are currently planning our May 2023 faculty retreat and hope to include the following: workshop on assessment with Teaching &amp; Learning; modules of e-portfolio and Pebble Pad; as well as a session with Jennifer Anaquod.</p>

## Interior Design Second Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
<p>IDSN Search Committee to meet to:</p> <ul style="list-style-type: none"> <li>discuss strategies for how to increase diversity in the program;</li> <li>develop approaches for transfer of knowledge and curriculum continuance to ensure program sustainability (i.e. succession planning), and how to build capacity for who can replace outgoing faculty when they leave; increases the availability of experienced and capable faculty that are prepared to teach across the curriculum as courses become available (i.e. teaching inventory).</li> </ul>	IDSN Search Committee	Spring 2021	<p><del>Jan 2026</del>  <u>March/April 2023</u>  <b>Completed</b></p>	<p><b>In progress</b></p> <p>The Interior Design Search Advisory Committee meets regularly and works in close collaboration with the Dean's office. Currently, the Search Advisory Committee is assessing the changes in teaching inventory resulting from our program and curriculum revisions, and revising teaching criteria for all courses.</p> <p>In addition, the committee is considering the impact of up-coming retirements of the only two full-time faculty over the next few years, and how best to plan for succession.</p> <p>The committee has drafted a search posting to update the Qualified Faculty List (QFL) and interviews are planned to take place over the next couple months. Since the changes to the curriculum will be rolled out over the next 2 year starting September 2022, the committee hopes to have an updated/revised inventory of teaching faculty completed by <b>May 2022</b>, and another review by <b>May 2023</b> in order to insure a robust QFL and succession plan.</p> <p><b>On-going</b></p> <p>As previously stated, the IDSN Search Advisory Committee completed a first round of updates to the QFL in May 2022, and is currently in the process of another search to update the QFL for the next academic year.</p> <p>In addition, the committee has just completed a search to replace the two full-time regular faculty after the retirement of one of the full-time faculty last August and another upcoming retirement this coming August. Appointments announcement is forthcoming.</p> <p>The department has just elected a new Chair elect who will assume the role starting August 2023.</p>

## Interior Design Second Annual Follow-Up Report

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

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

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
<p>Work with the Future Students Office and Marketing on a wider strategy to:</p> <ul style="list-style-type: none"> <li>improve applications to current degree holders, diploma holders, males, and mature students;</li> <li>attract applicants that have a high likelihood of success academically and professionally;</li> <li>promote and highlight our unique attributes, such as our Entrance Scholarship and potential for students to achieve a minor in a chosen discipline, etc.</li> </ul>	IDSN Chair & Program Assistant	On-going	<p><del>Fall 2025</del>  <u>March/April 2023</u></p>	<p><b>In progress</b>  This is a long-term goal for the department and is on-going. Besides the information provided on the program website, university calendar, and KPU marketing material, Interior Design has been working closely with WSD Communications + Events, Coordinator, as well as KPU Future Students Office (FSO) to promote our program. For example, inclusion of our program in WSD initiatives such as: <i>Info sessions &amp; Portfolio Day events; Grad Website; Comprehensive Social Media marketing campaign; Digital Media Youth Expo; Video productions; WSD Faculty Showcase and KPU Open House.</i> In addition to initiatives outlined above, over the next year, we plan on working with the Future Students Office and Marketing to outline a specific and targeted strategy to promote our program.</p> <p><b>On-going</b>  As outlined above, this is a long-term goal and is on-going. Updates to our program website, university calendar, and KPU marketing material are ongoing; and we continue to work closely with WSD Communications + Events, Coordinator, as well as KPU Future Students Office (FSO) to outline a specific and targeted strategy to promote our program.</p>

## Interior Design Second Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Closely observe the direction of competing institutions such as BCIT and Vancouver Island University and seek strategies to highlight our unique niche in the marketplace.	IDSN Chair & Program Assistant	On-going	<del>Fall 2025</del> <u>March/April 2023</u>	<p><b>In progress</b> Monitoring comparable programs at competing institutions is something we do on an ongoing basis in order to stay abreast of the contexts in our discipline/sector. (<i>Refer to Strategy 3 – step 2</i>). An analysis of comparable program locally, as well as nationally and internationally, is in large part what drove our decision to pursue the implementation of an honours option to the degree. This will increase program recognition and highlight our program’s unique niche in the marketplace. (The competitive environment within the province currently offers 3 (and soon 4) programs that are CIDA accredited.)</p> <p><b>On-going</b> This is a long-term goal for the department and is something we do on an ongoing basis.</p> <p>The implementation of the Honours has already proven to be a strategy that highlights our unique niche in the marketplace. Moving forward we will continue to look for opportunity and strategies that will increase our program recognition and better distinguish our program from our competition.</p>
Work with the Future Students Office and Marketing to promote CPS courses and/or workshops offerings.	IDSN Chair & Program Assistant	<del>(2021)</del> <del>Spring 2023</del> Fall 2023	<del>Spring 2021</del> 2025	<p><b>Pending</b> Pending development and implementation of CPS courses and/or workshops offerings – see Strategy 3.</p> <p>This is still pending a broader conversation at the Wilson School of Design level and the development of a coordinated Strategic Plan for CPS and micro-credential courses and/or workshops offerings.</p>

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## SENATE STANDING COMMITTEE ON PROGRAM REVIEW

**Agenda Number:** 5.4

**Meeting Date:** April 12, 2023

**Presenter(s):** Amy Jeon

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**AGENDA TITLE:** MANDATE AND MEMBERSHIP REVISION

**ACTION REQUESTED:** Motion

### RECOMMENDED RESOLUTION

**THAT the Senate Standing Committee on Program Review recommend that the Senate Governance and Nominating Committee recommend that Senate approve the Mandate and Membership as attached.**

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### COMMITTEE REPORT

For Secretariat Use Only

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#### Context and Background

The Senate Governance and Nominating Committee is mandated to review the Mandate and Membership of Senate Standing Committees. The Vice-Chair of Senate consulted various individuals to produce a preliminary set of recommendations. Senate Standing Committees will review their Mandate and Membership and will forward recommendations to the Senate Governance and Nominating Committee.

#### Key Messages

1. The Senate Governance and Nominating Committee will review the Mandate and Membership of Senate Standing Committees.
2. Standing Committees will review the recommendations and forward revisions to Senate Governance and Nominating Committee for recommendation to Senate for approval.

#### Attachments

1. Senate Standing Committee on Program Review\_draft

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**Submitted by**

Sonia Banwait, Administrative Assistant, University Senate

**Date submitted**

April 11, 2023

*Senate Standing Committee on Program Review (SSCPR)*

Original	Recommendation
<p><b>MANDATE</b></p> <p>Kwantlen Polytechnic University performs regular and consistent reviews of educational programs and units of study that are under the jurisdiction of Senate. The Senate Standing Committee on Program Review (SSCPR) oversees this process.</p> <p>Specifically, the mandate of the SSCPR is to:</p> <ol style="list-style-type: none"> <li>1. Make recommendations to Senate on proposed revisions to the Program Review Policy</li> <li>2. Develop procedures and standards to ensure program reviews are conducted in accordance with the principles of the Program Review Policy</li> <li>3. Review for approval Self-Study Reports, External Review Reports, Quality Assurance Plans, and annual follow-up reports.</li> <li>4. Ensure all reports submitted to SSCPR meet KPU's program review standards</li> <li>5. Provide regular reports to Senate on the progress of program reviews, and other items of note arising out of the committee's work</li> <li>6. Report to Senate annually with a schedule for program Reviews planned for the coming year</li> </ol>	<p><b>MANDATE</b></p> <p>Kwantlen Polytechnic University performs regular and consistent reviews of educational programs and units of study that are under the jurisdiction of Senate. The Senate Standing Committee on Program Review (SSCPR) oversees this process.</p> <p>Specifically, the mandate of the SSCPR is to:</p> <ol style="list-style-type: none"> <li>1. Make recommendations to Senate on proposed revisions to the Program Review Policy</li> <li>2. Develop procedures and standards to ensure program reviews are conducted in accordance with the principles of the Program Review Policy</li> <li>3. Review for approval Self-Study Reports, External Review Reports, Quality Assurance Plans, and annual follow-up reports.</li> <li>4. Ensure all reports submitted to SSCPR meet KPU's program review standards</li> <li>5. Provide regular reports to Senate on the progress of program reviews, and other items of note arising out of the committee's work</li> <li>6. Report to Senate annually with a schedule for program Reviews planned for the coming year</li> </ol>
<p><b>MEMBERSHIP COMPOSITION</b></p> <p><b>Voting Members</b></p> <ul style="list-style-type: none"> <li>• Chancellor</li> <li>• President</li> <li>• Student Senator</li> </ul>	<p><b>MEMBERSHIP COMPOSITION</b></p> <p><b>Voting Members</b></p> <ul style="list-style-type: none"> <li>• Chancellor</li> <li>• President</li> <li>• Student Senator</li> </ul>

- Two faculty Senators or representatives\*
- Faculty senator or representative from each Faculty, with the exception of Trades & Technology
  - One from Academic and Career Preparation
  - Two from Arts
  - Two from Business
  - One from Design
  - One from Educational Support and Development
  - One from Health
  - One from Science & Horticulture
- Associate Vice-President, Academic or designate
- Two Deans or designates
- Associate Vice-President, Planning & Accountability or designate
- Representative, Office of Teaching and Learning
- Representative, Student Services

\*These two faculty Senators are additional to the faculty Senators from each Faculty.

#### **Non-voting Members**

- Vice-Chair of Senate
- Provost and Vice-President, Academic or designate
- Vice-President, Students or designate
- Manager, Quality Assurance

- Two faculty Senators or representatives\*
- Faculty senator or representative from each Faculty, with the exception of Trades & Technology
  - One from Academic and Career Preparation
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- Representative, Office of Teaching and Learning
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\*These two faculty Senators are additional to the faculty Senators from each Faculty.

#### **Non-voting Members**

- Vice-Chair of Senate
- Provost and Vice-President, Academic or designate
- Vice-President, Students or designate
- Manager, Quality Assurance

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## SENATE STANDING COMMITTEE ON PROGRAM REVIEW

**Agenda Number: 5.5**

**Meeting Date:** April 12, 2023

**Presenter(s):** Dr. David Burns

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**AGENDA TITLE:** DRAFT POLICY AND PROCEDURE AC9 SKILLS AND OUTCOMES

**ACTION REQUESTED:** Motion

### RECOMMENDED RESOLUTION

**That the Senate Standing Committee on Program Review recommend that Senate approves Policy and Procedure AC9 Skills and Outcomes.**

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### COMMITTEE REPORT

For Secretariat Use Only

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#### Context and Background

Draft Policy and Procedure AC9 [Essential Skills](#) is proposed for amendment, with a proposed new policy name “Skills and Outcomes”. The AC9 policy writing team consists of the following members:

- Dr. David Burns, Associate Vice President Academic
- Dr. Joel Murray, Interim Associate Dean, Faculty of Trades and Technology
- Marla McMullen, faculty in Melville School of Business
- Olivia Takaoka, Student Senator (2021-2022), and
- Josephine Chan, Special Assistant to the Provost on Policy and Academic Affairs

The policy revision and consultation process began in December 2021 and since then, a number of key parties were consulted for feedback during the policy development process. As a result of the feedback received, a draft set of policy and procedure was developed that includes the following notable proposed changes:

- Allow for the clarification, application and communication of the skills identified by the Ministry of Post-Secondary Education and Future Skills in all Senate-approved courses and programs.
  - Faculties have the ability to produce a skills framework that build on/extend/detail these skills applicable to their own programs

- Require clearly articulated program learning outcomes to which course outcomes and skills are mapped, as well as through new program proposals, program change proposals, and program review process.
- Establish the requirement for curriculum mapping in program review and curricular change process.
- Renaming the policy to “Skills and Outcomes,” which frames the core of this policy.

### **Key Messages**

1. Draft Policy and Procedure AC9 Skills and Outcomes were posted on the KPU Policy Blog for a 3-week Phase Two Posting period on the [KPU Policy Blog](#) (November 30 – December 21, 2022). A comment was posted on the Blog during the posting period, and a response was subsequently provided.
2. Senate is the approving jurisdiction of Policy and Procedure AC9 Skills and Outcomes.
3. The following Senate Standing Committees will receive draft Policy and Procedure AC9 Skills and Outcomes:
  - 3.1. Senate Standing Committee on Policy, March 29 2023 (for motion)
  - 3.2. Senate Standing Committee on Teaching and Learning, March 30 2023 (for information)
  - 3.3. Senate Standing Committee on Curriculum, April 5 2023 (for motion)
  - 3.4. Senate Standing Committee on Program Review, April 12 2023 (for motion)

### **Resource Requirements**

### **Implications/Risks**

### **Consultations**

1. Please see attached “Draft Policy and Procedure AC9 Skills and Outcomes – Consultation” document.

### **Attachments**

2. Draft AC9 Skills and Outcomes Policy
3. Draft AC9 Skills and Outcomes Procedure (tracked changes)
4. Draft AC9 Skills and Outcomes Procedure (Clean)
5. Draft Policy and Procedure AC9 Skills and Outcomes – Consultation
6. AC9 Phase Two Policy Blog Post – Comment and Response

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### **Submitted by**

Josephine Chan, Special Assistant to the Provost on Policy and Academic Affairs

**Date submitted**

March 9, 2023

Policy History
<b>Policy No.</b> AC9
<b>Approving Jurisdiction:</b> Senate
<b>Administrative Responsibility:</b> Provost and Vice President Academic
<b>Effective Date:</b> April 23, 2023

## Skills and Outcomes Policy

### A. CONTEXT AND PURPOSE

This policy will clarify the ways in which skills and outcomes, identified by both the provincial government and by KPU, will be mapped, changed and supplemented. KPU, through its strategic plan, has committed to applying a diversity lens to teaching in preparing students for lifelong learning and achieving successful learning outcomes. We acknowledge that each student has different educational goals and definitions of personal success, and we commit to supporting students on their individual learning journey, leadership, service and success. Its promise to its students is that it will help them put their *Thought into Action*. To accomplish this goal KPU strives to be clear about the outcomes of its courses and programs, as well as the skills all students in Senate-approved programs will develop.

### B. SCOPE AND LIMITS

This policy applies to all Senate-approved programs at Kwantlen Polytechnic University.

### C. STATEMENT OF POLICY PRINCIPLES

1. Each program must ensure students have opportunities to learn and demonstrate the skills identified by the Ministry of Advanced Education and Skills Training ("Ministry") that are referenced in the Procedure.
2. The skills identified by the Ministry should be articulated and applied by each program in ways that connect to the context and values of the program; They should be consistent with KPU's strategic priorities, and its commitment to equity, diversity, inclusion, decolonization, anti-racism and accessibility. This may be communicated formally through Faculty-level skills and outcomes that extend and define those provided by Government. This form of skill definition is detailed in the procedures.
3. Each course should have clearly articulated learning outcomes connected to the course activities, assessments, and content set out in their respective course outlines.
4. Each program should have clearly articulated program learning outcomes to which course learning outcomes and skills are mapped set out in Full Program Proposals, program change proposals, and during the program review process.

5. KPU is committed to being accountable for student outcomes in courses and in programs.
6. KPU is committed in the development of curriculum to the prioritization, wherever possible, of equity, diversity, inclusion and decolonization.

## **D. DEFINITIONS**

Refer to Section A of Procedure AC9 *Skills and Outcomes* for a list of definitions in support of this Policy.

## **E. RELATED POLICIES**

*AC3 Program Review*

*AC10 Development and Change of Senate-Approved Programs*

*AC11 General Education in Degree Programs*

*ST14 Services for Students with Disabilities*

## **F. RELATED PROCEDURES**

*AC9 Skills and Outcomes Procedure*

Policy History
Policy No. AC9
Approving Jurisdiction: Senate
Administrative Responsibility: Provost and Vice President Academic
Effective Date: April 124, 2023

## Skills and Outcomes Procedure

### A. DEFINITIONS

#### 1. Skills:

Skills identified by the Ministry of ~~Advanced Education and Post-Secondary Education and Future-Skills~~ (~~“Ministry”~~) ~~Training~~ are as follows:

- Writing clearly and concisely
- Speaking effectively (verbally express opinions or ideas clearly and concisely)
- Reading and comprehending material (appropriate to your field)
- Working effectively with others
- Analyzing and thinking critically
- Resolving issues or other problems
- g. Learning on your own

For the purposes of this policy we use the term “skill” in the way used by the Ministry of Post-Secondary Education and Future Skills. These skills are, in more modern terms, likely better understood as competencies – that is, clusters of knowledge, skills and attributes or attitudes.

#### 2. Curriculum Map

Curriculum mapping provides a global view of how elements of the program’s curriculum relate to the program learning outcomes. The process of mapping the curriculum entails associating course learning outcomes (CLOs) to program learning outcomes (PLOs). This allows programs to identify *curricular gaps* (wherein outcomes are not currently being taught, or are not adequately assessed) and *curricular redundancies* (wherein outcomes are taught in multiple courses without a rationale for the overlap). Curriculum maps at KPU should include both the outcomes set by the program (at the program and course level) and the skills identified by the Ministry ~~of Advanced Education and Skills Training~~.

## B. PROCEDURES

1. The following skills identified by the Ministry ~~of Advanced Education and Skills Training~~ (“Ministry”) will be updated in this Procedure as needed to align with the Ministry’s skills from the “Accountability Framework Standards Manual and Guidelines” [here](#):
  - a. Writing clearly and concisely,
  - b. Speaking effectively (verbally express opinions or ideas clearly and concisely),
  - c. Reading and comprehending material (appropriate to the field),
  - d. Working effectively with others,
  - e. Analyzing and thinking critically,
  - f. Resolving issues or problems, and
  - g. Learning on your own
2. Every approved KPU Full Program Proposal will include a curriculum map, with program learning outcomes that connect to the skills identified by the Ministry ~~of Advanced Education and Skills Training~~ (“Ministry”).
3. The program review process will include the percentage of students-graduates who indicated that their education helped them develop various skills.
4. The program review, program revision and program development processes will include curriculum maps in the ways determined most feasible by their respective Senate committees.
5. The skills identified by the Ministry offer general guidance only and are not defined in detail, but need to be applicable across programs and Faculties. Faculties may, for this reason, produce skills frameworks that build on these Ministry’s skills explicitly but that also extend, detail or reframe them in ways that are relevant and applicable to their programs. The “resolving issues” skill, for instance, maybe understood specifically within the context of KPU’s commitment to sustainability and decolonization, and so a Faculty may define that skill in that way for its own programs.
  - a. Faculty skills framework can also include additional skills as identified by the Faculty.
  - b. Faculty skills should be covered by the program learning outcomes or mapped in addition to them during the curriculum mapping process.

## C. RELATED POLICY

*AC3 Program Review*

*AC10 Development and Change of Senate-Approved Programs*

*AC11 General Education in Degree Programs*

Policy History
<b>Policy No.</b> AC9
<b>Approving Jurisdiction:</b> Senate
<b>Administrative Responsibility:</b> Provost and Vice President Academic
<b>Effective Date:</b> April 24, 2023

## Skills and Outcomes Procedure

### A. DEFINITIONS

1. **Skills:**

Skills identified by the Ministry of Post-Secondary Education and Future Skills (“Ministry”) are as follows:

- Writing clearly and concisely
- Speaking effectively (verbally express opinions or ideas clearly and concisely)
- Reading and comprehending material (appropriate to your field)
- Working effectively with others
- Analyzing and thinking critically
- Resolving issues or other problems
- Learning on your own

For the purposes of this policy we use the term “skill” in the way used by the Ministry of Post-Secondary Education and Future Skills. These skills are, in more modern terms, likely better understood as competencies – that is, clusters of knowledge, skills and attributes or attitudes.

2. **Curriculum Map**

Curriculum mapping provides a global view of how elements of the program’s curriculum relate to the program learning outcomes. The process of mapping the curriculum entails associating course learning outcomes (CLOs) to program learning outcomes (PLOs). This allows programs to identify *curricular gaps* (wherein outcomes are not currently being taught, or are not adequately assessed) and *curricular redundancies* (wherein outcomes are taught in multiple courses without a rationale for the overlap). Curriculum maps at KPU should include both the outcomes set by the program (at the program and course level) and the skills identified by the Ministry.

## B. PROCEDURES

1. The following skills identified by the Ministry will be updated in this Procedure as needed to align with the Ministry's skills from the "Accountability Framework Standards Manual and Guidelines" [here](#):
  - a. Writing clearly and concisely,
  - b. Speaking effectively (verbally express opinions or ideas clearly and concisely),
  - c. Reading and comprehending material (appropriate to the field),
  - d. Working effectively with others,
  - e. Analyzing and thinking critically,
  - f. Resolving issues or problems, and
  - g. Learning on your own
2. Every approved KPU Full Program Proposal will include a curriculum map, with program learning outcomes that connect to the skills identified by the Ministry.
3. The program review process will include the percentage of graduates who indicated that their education helped them develop various skills.
4. The program review, program revision and program development processes will include curriculum maps in the ways determined most feasible by their respective Senate committees.
5. The skills identified by the Ministry offer general guidance only and are not defined in detail, but need to be applicable across programs and Faculties. Faculties may, for this reason, produce skills frameworks that build on these Ministry's skills explicitly but that also extend, detail or reframe them in ways that are relevant and applicable to their programs. The "resolving issues" skill, for instance, maybe understood specifically within the context of KPU's commitment to sustainability and decolonization, and so a Faculty may define that skill in that way for its own programs.
  - a. Faculty skills framework can also include additional skills as identified by the Faculty.
  - b. Faculty skills should be covered by the program learning outcomes or mapped in addition to them during the curriculum mapping process.

## C. RELATED POLICY

*AC3 Program Review*

*AC10 Development and Change of Senate-Approved Programs*

*AC11 General Education in Degree Programs*

## **Draft Policy and Procedure AC9 Skills and Outcomes – Consultation**

### **1. Pre-Consultation (December 2021 – June 2022)**

- University Community via the [Policy Consultation Engine](#) (January 2022)
- University-wide drop-in sessions (December 7, 2021, January 5, 2022)
- Design Faculty Council (January 10, 2022)
- Jim Rahaman, Office of Research, Innovation & Graduate Studies (January 10, 2022)
- Senate Standing Committee on Curriculum (January 12, 2022)
- Senate Standing Committee on Program Review (January 19, 2022)
- Geoff Dean (January 29, 2022)
- AVP, Office of Research, Innovation & Graduate Studies (February 3, 2022)
- Drop in session on February 11, 2022, including the following attendees:
  - Lia Haleem
  - Kristie Dukewich
  - Yanfeng Qu
  - Amy Jeon
  - Ruby Gupta
  - Elizabeth Spalding
  - Lynn Benn
  - Leeann Waddington
  - Parthi Krishnan
  - Gregory Harris
  - Olivia Takaoka
- Senate Vice Chair, Director of Learning Technology & Educational Development (June 2022)
- Deans Council (June 16, 2022)

### **2. 3-Week Phase One Posting (September 2022)**

- [KPU Policy Blog](#) (September 6 – September 27, 2022)

### **3. Consultation (September – November 2022)**

The following key parties were consulted from October to November 2022, prior to the Phase Two 3-week posting period on the KPU Policy Blog:

- Senate Standing Committee on Policy (October 5, 2022)
- Senate Standing Committee on Curriculum (November 9, 2022)
- Senate Standing Committee on Program Review (October 19, 2022)
- Senate Standing Committee on Teaching and Learning (as per requested in Phase One) (October 6, 2022)
- Dr. Lori McElroy, Associate Vice President, Planning and Accountability
- University Community via the [Policy Consultation Engine](#) (September 28 – October 17, 2022)
- Polytechnic University Executive
- Legal, Privacy, Risk and Labour Relations
- Gayle Bedard, Associate Vice President, Indigenous Leadership, Innovation and Partnerships
- Manager of Equity, Diversity & Inclusion, Human Resources
- Polytechnic University Executive

#### **4. 3-Week Phase Two Posting (November – December 2022)**

- [KPU Policy Blog](#) (November 30 – December 21, 2022)
- Polytechnic University Executive

# [PHASE TWO POSTING] AC9 SKILLS AND OUTCOMES

## Context & Background

Draft Policy AC9 *Essential Skills* is proposed for amendment, with a new draft Procedure document and a proposed new policy name “Skills and Outcomes”. The AC9 policy writing team consists of the following members:

- David Burns, Associate Vice President Academic
- Joel Murray, Interim Associate Dean, Faculty of Trades and Technology
- Marla McMullen, faculty in Melville School of Business
- Olivia Takaoka, Student Senator (2021–2022), and
- Josephine Chan, Office of the Provost

The policy revision and consultation process began in December 2021 and since then, a number of key parties were consulted for feedback during the policy development process. As a result of the feedback received, a draft set of policy and procedure was developed that includes the following notable proposed changes:

- Allow for the clarification, application and communication of the skills identified by the Ministry of AEST in all Senate-approved courses and programs.
  - Faculties have the ability to produce a skills framework that build on/extend/detail these skills applicable to their own program
- Require clearly articulated program learning outcomes to which course outcomes and skills are mapped, as well as through new program proposals, program change proposals, and program review process.
- Establish the requirement for curriculum mapping in the program review and curricular change processes.
- Renaming the policy to “Skills and Outcomes,” which frames the core of this policy.

## Consultation

## >> PROBLEM SUBMITTING COMMENTS?

If you experience technical difficulties in submitting your comments, please send comments directly to **Josephine Chan** ([Josephine.Chan@kpu.ca](mailto:Josephine.Chan@kpu.ca)) who can post on your behalf.

## PHASE ONE & PHASE TWO

**Phase One (3 weeks):** A rationale document is posted. KPU Employees and Students can comment on the post and request to be included in consultations during the policy development.

**Phase Two (3 weeks):** A set of drafts are posted for review and feedback (for new/revised Policy and Procedure only).

## CATEGORIES

[Administration](#)

[Board](#)

[New Policy/Procedure](#)

[Phase One Posting](#)

[Phase Two Posting](#)

[Policy Amendment – Significant](#)

[Change](#)

[Policy/Procedure Elimination](#)

[President](#)

[Procedure Amendment –](#)

[Significant Change](#)

[Senate](#)

[Uncategorized](#)

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## RECENT POSTS

[\[PHASE ONE POSTING\] AR4](#)

[CRIMINAL RECORD REVIEW](#)

[\[PHASE TWO POSTING\] AC9 SKILLS](#)

[AND OUTCOMES](#)

[\[Phase Two Posting\] IM8 Privacy,](#)

[IM2 Freedom of Information and](#)

[Protection of Privacy, IM4](#)

[Confidentiality, AR3](#)

[Confidentiality of Student Records](#)

[and Files](#)

[\[Phase One posting – Policy](#)

[Development\] ST1 Student Awards](#)

[\[Phase One posting – Policy](#)

[Amendment\] RS1 Research](#)

[Involving Human Participants](#)

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## RECENT COMMENTS

Josephine Chan on [\[PHASE TWO](#)

[POSTING\] AC9 SKILLS AND](#)

[OUTCOMES](#)

Kristie Dukewich on [\[PHASE TWO](#)

[POSTING\] AC9 SKILLS AND](#)

[OUTCOMES](#)

Julia Denker on [\[Phase One post-](#)

[ing – Policy Development\] ST1](#)

[Student Awards](#)

Julia Denker on [\[Phase One post-](#)

[ing – Policy Development\] ST1](#)

[Student Awards](#)

Josephine Chan on [\[Phase One](#)

[posting – Policy Development\] ST1](#)

[Student Awards](#)

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Draft Policy and Procedure AC9 *Skills and Outcomes* were developed based on the consultation feedback received from the University community from December 2021 to November 2022.

December 2021 – June 2022:

- **Policy Consultation Engine**
- University-wide drop-in sessions (December 7, 2021, January 5, 2022)
- Design Faculty Council (January 10, 2022)
- Jim Rahaman, Office of Research, Innovation & Graduate Studies (January 10, 2022)
- Senate Standing Committee on Curriculum (January 12, 2022)
- Senate Standing Committee on Program Review (January 19, 2022)
- Geoff Dean (January 29, 2022)
- AVP, Office of Research, Innovation & Graduate Studies (February 3, 2022)
- A drop-in session on February 11, 2022, including the following attendees:
  - Lia Haleem
  - Kristie Dukewich
  - Yanfeng Qu
  - Amy Jeon
  - Ruby Gupta
  - Elizabeth Spalding
  - Lynn Benn
  - Leeann Waddington
  - Parthi Krishnan
  - Gregory Harris
  - Olivia Takaoka
- Senate Vice Chair, Director of Learning Technology & Educational Development (June 2022)
- Deans Council (June 16, 2022)

September 2022 – November 2022:

- Senate Standing Committee on Policy (October 5, 2022)
- Senate Standing Committee on Teaching and Learning (October 6, 2022)
- Senate Standing Committee on Program Review (October 19, 2022)
- Senate Standing Committee on Curriculum (November 9, 2022)
- Associate Vice President, Planning and Accountability

- Privacy
- Legal
- Risk
- Labour Relations
- Manager, Equity, Diversity and Inclusion
- Advisors, Equity, Diversity and Inclusion
- Associate Vice President, Indigenous Leadership, Innovation and Partnerships
- University Community via the [Policy Consultation Engine](#)

The policy writing team also considered and incorporated valuable feedback from the perspectives of equity, diversity, inclusion and decolonization through consultations with the Associate Vice President, Indigenous Leadership, Innovation and Partnerships, as well as the Manager and Advisors of Equity, Diversity and Inclusion.

### Phase Two Posting

In alignment with GV2, the Policy Developer is proceeding with the Phase Two Posting on the KPU Policy Blog to ensure that the KPU community has an opportunity to provide feedback on the drafts. The Phase Two blog is open until **December 21, 2022 at 11:59pm PST**.

### Drafts

- [Draft Policy AC9 Skills and Outcomes](#)
- [Draft Procedure AC9 Skills and Outcomes](#)
- [AC9 Draft Policy Feedback and Responses \(September – November 2022\)](#)

Posted in [Phase Two Posting](#), [Policy Amendment – Significant Change](#), [Senate](#) and tagged [Academic](#), [student](#) on [November 30, 2022](#) by [Josephine Chan](#). > [Edit](#)

← [PHASE TWO POSTING] IM8 PRIVACY, IM2 FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY, IM4 CONFIDENTIALITY, AR3 CONFIDENTIALITY OF STUDENT RECORDS AND FILES

[PHASE ONE POSTING] AR4 CRIMINAL RECORD REVIEW →

## 2 COMMENTS

Kristie Dukewich

December 1, 2022 at 2:44 pm > [Edit](#)

The revised list of skills from the Ministry of Advanced Education & Skills Training are underwhelming. However, I appreciate that the draft policy/procedure allows for programs to argue for the ‘subsuming’ of these skills under more applicable and informative program learning outcomes.

In the previous policy there was no specific direction about how curriculum would be developed, but the draft procedure makes curriculum mapping a requirement. It’s great for program accountability, but it is either poorly done or it requires a lot of meticulous, time-consuming work.

## ARCHIVES

[November 2022](#)

[October 2022](#)

[September 2022](#)

[May 2022](#)

[March 2022](#)

[February 2022](#)

[January 2022](#)

[December 2021](#)

[October 2021](#)

[May 2021](#)

[March 2021](#)

[February 2021](#)

[January 2021](#)

[October 2020](#)

[February 2020](#)

[January 2020](#)

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[May 2018](#)

[March 2018](#)

[November 2017](#)

[May 2017](#)

[January 2017](#)

[October 2016](#)

[September 2016](#)

[May 2016](#)

[March 2016](#)

[February 2016](#)

[January 2016](#)

[September 2015](#)

[June 2015](#)

Policy is one way that administration can increase a faculty's workload without needing to negotiate that increase with faculty first.

How does the Policy Writing Team see the increase in the time and effort for curriculum development being accounting for under faculty's current workload?

If there is no time-release for curriculum mapping and program review, what do you expect will be sacrificed from a faculty member's current workload to account for this increase?

If there is time-release, can that be explicitly stated in the policy?

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**Josephine Chan**

January 2, 2023 at 4:58 pm > Edit

*Posted on behalf of Dr. David Burns*

Dr. Dukewich,

The need to map program-level outcomes for all programs (not just new ones) is a requirement raised in our Degree Quality Assurance Process Audit with the Degree Quality Assessment Board (Government of British Columbia) and is part of the curricular development and revision work our instructors undertake as part of their 12.01 Regular Duties which include curriculum/program development.

Thank you for your feedback.

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COMMENTS ARE CLOSED.

[May 2015](#)

[March 2015](#)

[December 2014](#)

[November 2014](#)

[October 2014](#)

[September 2014](#)

[June 2014](#)

[March 2014](#)

[January 2014](#)

[November 2013](#)

[September 2013](#)

[August 2013](#)

[January 2013](#)

[November 2012](#)

[October 2012](#)

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## SENATE STANDING COMMITTEE ON PROGRAM REVIEW

**Agenda Number:** 7.1

**Meeting Date:** April 12, 2023

**Presenter(s):** Melike Kinik-Dicleli

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

**ACTION REQUESTED:** Information

**RECOMMENDED RESOLUTION:** N/A

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### COMMITTEE REPORT

For Secretariat Use Only

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#### Context and Background

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

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

#### Attachments

Manager's Report\_Status of Program Reviews\_Details for April 2023 SSCPR Meeting

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#### Submitted by

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

#### Date submitted

March 27, 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	
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 <b>May 2023</b> .
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 <b>June 2023</b> .
Arts	Asian Studies	Oct-22								Surveys have been launched. Self-Study Report is due in <b>July 2023</b> .
Arts	Criminology	Jan-2019 re-start: Oct-22	Admin Data: Feb-19 Revised Admin Data: Feb-20 Survey Data: May-20							Surveys have been launched. Self-Study Report is due in <b>July 2023</b> .
Arts	Creative Writing	May-21	Admin Data: Nov-21 Survey Data: Nov-21	Sep-22	Jan 18/20, 2023	Feb-22				Quality Assurance Plan is due in <b>August 2023</b> .
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 <b>October 2023</b> .
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 <b>November 2023</b> .
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 <b>October 2023</b> .
Arts	Fine Arts	Dec-23								Self-Study Report is due in <b>September 2023</b> .
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 <b>2024</b> .
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 <b>May 2023</b> .
Arts	Journalism	Dec-22								Self-Study Report is due in <b>September 2023</b> .
Arts	Language & Culture	Dec-21	Admin Data: May-22 Survey Data: May-22		Mar 8 & 9, 2023					The external review report is due on <b>April 10, 2023</b> .
Arts	NGOs and Nonprofit Studies	Jan-23								Program received the information they need for the first two chapters of the SSR in <b>February 2023</b> .
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 <b>May 2023</b> .
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 <b>June 2023</b> .
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 <b>June 2023</b> .
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 <b>March 2023</b> .

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			First Annual Follow-up is in.
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 <b>November 2023</b> .
Business	Economics	Oct-22								Student survey has been launched. Self-Study Report is due in <b>July 2023</b> .
Business	Technical Management and Services	Sep-22								Surveys have been launched. Self-Study Report is due in <b>July 2023</b> .
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 <b>May 2023</b> .
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 <b>February 2024</b> .
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		Second Annual Follow-Up is in.
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 <b>November 2023</b> .
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	Mar-23	SSCPR asked program to report to report on their progress a third time in March <b>2024</b> .
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 <b>February 2024</b> .
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 <b>June 2023</b> .
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 <b>October 2023</b> .
Science	Brewing and Brewery Operations	Nov-21	Admin Data: May-22 Survey Data: May-22	Sep-22	Mar 14 & 16, 2023					External review report is due on <b>April 17, 2023</b> .
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	Mar-23		SSCPR asked program to report on their progress a second time in <b>March 2024</b> .
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 <b>June 2023</b> .
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 <b>November 2023</b> .