



Foundations in Design Quality Assurance Plan

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Date Self-Study Report approved by SSCPR: April 21, 2021

Date of External Review: June 29 & 30, 2021

SUMMARY

Summarize what the program has determined - through evidence - about program quality (e.g. strengths, challenges, opportunities for improvement, potential threats, etc.)

This is the first program review that Foundations in Design (FIND) has completed since its inception in 2010. The program updates highlighted in the Self Study report are supported by the external review committee report, administration data collected between 2015-2020, student surveys (response rate of 58%), alumni surveys (response rate of 21%), faculty surveys (response rate of 80%), and non-FIND design faculty surveys (response rate of 59%). There is a significant opportunity to evaluate the limited intake or cohort model in order to expand opportunities of teaching design thinking principles to KPU Pathways, part-time students, students outside of the Wilson School of Design (WSD) (elective options for non-Design students), and international student populations.

Since mid- 2016, The BC Ministry of Education K-12 curriculum has shifted pedagogy that uses applied design skills, technology, and First Peoples practice, which leaves the FIND program in a unique opportunity to continue applied hands-on learning in post-secondary design education. The current FIND program's typical 18 to 24-year-old demographic often excludes much of the diverse KPU student populations. Overall, the students and alumni of the program have expressed high levels of satisfaction in the WSD, but due to the reduction of the second cohort in 2019, the current program model requires addressing accessibility and how to continue to support KPU and sustainable enrolment in the WSD. As the program moves forward in addressing digital skills, First People's principles, anti-racism, and design thinking similar to the principles highlighted in the BC Ministry of education's education of citizens for the future (Appendix 10, pg. 81), many courses are not aligned with the current industry practice and would benefit from drawing on its faculty members' diverse backgrounds to re-assess and re-align program competencies and graduate outcomes.

<i>Strengths</i>	<i>Challenges</i>	<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> • Focused, engaged, and empathetic faculty and Program Chair • Good cross section of various types of design projects • Introduction to a range of design disciplines • Good understanding of the design process • Enable student confidence in showcasing their work • Constructive feedback including in-person critiques • Explore student’s individual interests of design • Good cross section of various types of design projects • Provides a bridge towards other design programs • Small group (class size) who have close relationships with instructors • Flexible learning which includes emerging design issues and technology (e.g. laser cutting) 	<ul style="list-style-type: none"> • Single cohort offering limits elective options in the current program model • Single cohort offering does not allow space for pathway students or part time study • Design is taught at an introductory level whereas the entrance portfolio requirement limits students' ability to entering the program • Course offerings are only available once per year • The current program model has a limited target audience, mostly catering to recent high school graduates or younger student populations • The reduction of the program 2nd cohort has limited the ability to provide a more diverse range of course offerings 	<ul style="list-style-type: none"> • Update the current course offerings to reflect relevancy and currency • Add additional elective or streams that develop skills needed for other degree requirements • Strengthen course connections to portfolio skills aligned with WSD degree program application dates • Address decolonization and anti-racism within curriculum • Increase the breadth of design disciplines in the program • Offer more Pathway course options • Offer part-time study (less than 5 courses or 15 credits per semester) • Develop a minor to support further KPU student populations with an opportunity to apply design thinking into all areas of study • Build on mentorship between WSD degree programs and FIND students 	<ul style="list-style-type: none"> • Single cohort program model challenges the opportunity for WSD to retain applicants who have unsuccessfully applied to the other WSD programs • Prevents exploration of design courses outside of the cohort model • Minimal transfer credits to other WSD programs • One-intake per year limits the number of students that can take FIND courses throughout the year (Fall, Spring, and Summer) • Portfolio requirements limits a wider range of student populations • Limited number of international student applications



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QUALITY ASSURANCE GOALS

GOAL 1: Update all current courses for relevancy and currency.

RATIONALE FOR THIS GOAL: In this review, we have come to see inconsistency across the program as to how core competencies and relevancies are designed within curriculum. Competencies like elements and principles of design, digital literacy, First People’s principles or Indigenization, and developing a design portfolio have been expressed in faculty and alumni surveys as areas that need more alignment. While very few of the current faculty were part of the original development of the program known as FIND, each part-time faculty member is essential in achieving revisions to the program model and learning outcomes. As expressed in the FIND Faculty survey (Appendix 8, pg. 59), the program curriculum needs a diverse representation of design disciplines in the faculty for the long overdue changes needed in the program to bridge students into a wider variety of design disciplines. In Appendix 7: FIND Alumni Survey results, 87% of graduates have pursued further education since completing the KPU’s FIND program (pg. 46) where 77% of these graduates move into bachelor’s degrees or other diploma programs (Appendix 7, pg. 47). Due to the large percentage of students entering further education upon receiving their FIND education, further alignment with the other WSD programs will strengthen design skills for a variety of bachelor’s degrees.

Recommendation(s) this Goal Addresses	Report (page number)
<p>Update program competencies:</p> <ul style="list-style-type: none"> • Quality of Curriculum Design: “care should be taken to provide multiple ways of participating and allowing students time to discuss and prepare answers so that all students voices feel valued and acknowledges as they seek to gain proficiency” (External Review Report, pg. 4) • “Lack of depth in foundational theories of design such as principles and elements of design and design thinking. “(Appendix 8, pg. 60) • “There could be a more effective method of communication between faculty to either link projects or avoid duplication or repetition of information or skill development” (Appendix 8, pg. 60) • “Portfolio development, critical thinking, reading, writing awareness of design issues (the negative impacts of design, critical design).” (Appendix 8, pg. 60) • “Continued connection/communication with all team members and other programs to ensure alignment with learning outcomes/course deliverables.” (Appendix 8, pg. 65) • Fundamental design skill gaps identified in Alumni: “Primarily the elements and principals of design in relation to graphic design” (Appendix 9, pg. 74) 	<p>External Review Report pg. 4 Self-Study Report Pg 30 Appendix 8: FIND Faculty Survey Appendix 9: FIND Non-Design Faculty survey</p>

<p>Update course relevancy in Portfolio Skills:</p> <ul style="list-style-type: none"> • “I found that term 2 was more useful for developing my portfolio, so having some of these courses would’ve been nice to have in term 1 to help my portfolio submission.” (Appendix 6, pg. 34) • Alignment of “Portfolio deadlines of programs” (Appendix 8, pg. 60) • “When looking at their (<i>Alumni</i>) portfolios, many students don’t seem to be able to apply basic principles of design. The types of projects in their portfolios don’t always work to demonstrate a desirable skill set when trying to get into another program.” (Appendix 8, pg.60) • “Portfolios are often weak- and if we’re giving students the message that they should take FIND as a preparatory program to get into a degree program, then we should be able to stand behind this and champion FIND students.” (Appendix 8, pg. 71) • “Allow student to specialize within FIND so that they can streamline their portfolios for 2D or 3D.” (Appendix 8: pg. 71) • “Although there is a strong focus on process, there could be more polish and finish on portfolio pieces” (Appendix 8, pg. 60) 	<p>Self-Study Report Pg 30 Appendix 6: FIND Student Survey Appendix 7: FIND Alumni Survey Appendix 8: FIND Faculty Survey</p>
<p>Update course relevancy in Digital Skills:</p> <ul style="list-style-type: none"> • “I think it’ll be better if we can develop more in software programs” (Appendix 7, pg. 51) • “For students interested in moving on to 3dimensional disciplines of designer such as Product, fashion and interior there are quite a few projects geared towards making us work with our hands. However, there is a lack of software education. Basic knowledge of a couple key programs link InDesign is useful to students studying graphics, product and interior.” (Appendix 7, pg. 51) • “Understanding how to use various design software programs, and a basic introduction to them (ec. Photoshop, inDesign, illustrator, adobe suites etc.) integrated within FIND courses” (Appendix 7, pg. 52) 	<p>Self-Study Report Pg 30 Appendix 7: FIND Alumni Survey</p>
<p>Align program competencies + course relevancy with other WSD programs:</p> <ul style="list-style-type: none"> • “Areas of improvement: having access to more design-based or discipline-based elective options for FIND students that might be transferable upon completion of their foundation year, personalized and flexible path into their chosen discipline, personalized pathways within a cohort model, balanced open access and course cap sizes and faulty availability within the current cohort model, more access to transferable credits. (External Review Report, pg 2-3) • “For students interested in moving on to 3dimensional disciplines of designer such as Product, fashion and interior there are quite a few projects geared towards making us work with our hands. However, there is a lack of software education. Basic knowledge of a couple key programs link InDesign is useful to students studying graphics, product and interior.” (Appendix 7, pg. 52) • “Need to update projects; better prepare students for entry into degree programs; improved skill level across the board (and especially with concept development, drawing, and sketching skills and portfolio presentation).” (Appendix 8, pg. 60) • “Moving forward, more consultation and coordination with degree programs in terms of entry level skill set & knowledge base required to inform the curriculum. Consider making the program a ‘general’ entry in Design and non lock step.” (Appendix 8, pg. 65) 	<p>External Review Report pg, 2-3 Self-Study Report Pg 30 Appendix 7: FIND Alumni Survey Appendix 8: FIND Faculty Survey Appendix 9: FIND Non-Design Faculty survey</p>

<ul style="list-style-type: none"> • “The programs pedagogical approach may benefit from more direct engagement by diverse faculty incorporating different program thoughts” (Appendix 8, pg. 60) • “Compare the program learning outcomes with similar program in other institutions- consider current industry demands” (Appendix 9, pg. 79) • “More proficiency in hands-on skills- cutting, pasting, laser cutting etc. Many of our other programs focus very heavily on design process, so having better manual skills would assist them in creating amazing designs from the beginning of their journeys towards their bachelor’s degrees.” (Appendix 9, pg. 80) 	
<p>Update the program competencies + course relevancy to address Decolonization and Anti-Racism:</p> <ul style="list-style-type: none"> • “The review committee would like to emphasize that decolonization of design history and pedagogy should not be limited to indigenous-facing curriculum and that all design and education, as part of reconciliation, anti-racist, anti-colonial, and anti-oppression movements, will benefit from challenging the colonial histories and practices that design education has been traditionally centered upon in western education institutions. In addition, it is noted by both the report and the committee review, that decolonization and anti-racism needs to be a central priority for all of education and design in particular. The review committee and the report acknowledge that this work is in its infancy, ongoing, and challenging. “ (External Review, pg. 4&5) • Presenting decolonized and other resources, such as queer, indigenous, and global south sources, alongside our ingratiated design history and practice resource lists will help students and faculty integrating such resources into their curriculum and studies. “ External Review Report, pg. 8) • “The programs pedagogical approach may benefit from more direct engagement by diverse faculty incorporating different program thoughts” (Appendix 8, pg. 60) • “Changes for the future could include other courses, further indigenization, etc” (Appendix 8, pg. 65) 	<p>FIND External Review Report Appendix 8: FIND Faculty Survey</p>

GOAL 2: Address barriers to broaden access for incoming students

RATIONALE FOR THIS GOAL: In 2019/2020, the FIND program offering in partnership with the *Skwxwú7mesh* (Squamish) First Nation, provided the faculty with first-hand understanding of how design can support a wider community than the target market it has commonly served. The program reports higher DFW rates compared to the entire WSD (Appendix 5, pg. 15) due to the mandatory full-time cohort enrolment and level of preparedness for post-secondary education, which challenges the access for a broader range of applicants, including students unable to attend full-time study. The current FIND program model requires full-time cohort enrolment, which challenges the access for a broader range of applicants, including students unable to attend full-time study. Shifting the cohort model to an open intake model will allow a wider population of students to access FIND courses through a combination of part time students, Pathway to Undergraduate students, visiting international students, and KPU general interest students.



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The current FIND program has 4 courses listed in the Pathway 3 level elective options for students in English Upgrading which has been limited to the selective entry program. Pathway and part-time students are often challenged with the cohort model due to limited seat availability, limited course offerings, and permission to register waivers. While the program has identified four courses as KPU pathway options, the single cohort offering means that the only way the FIND program can accommodate pathway students is if there is attrition within the cohort before the fall or Spring semesters. Expanding the pathway course offerings will require a deeper look at learning outcomes in consultation with English Upgrading to establish where the program can offer Pathway courses. There is interest in exploring the course outlines, learning objectives, and English requirements to further support our pathway courses offerings.

Recommendation(s) this Goal Addresses	Report (page number)
<p>Explore Open Intake, mixed delivery, or Part/Time options:</p> <ul style="list-style-type: none"> • Redesign the program model to include elective options: these options may include the following: open intake, Other KPU courses, Pathway Accessibility, other WSD programs, part-time workload (Self Study Report, pg.12) • <i>“Areas of improvement identified include:</i> evaluating the flexibility of the program to allow personalized pathways within a cohort model. It was also identified by faculty and admin that there are significant structural challenges to balance open access and course cap sizes and faculty availability within the current cohort model. <i>“(External Review Report, Pg .3)</i> • <i>“Increased connection with other programs in the WSD- consider possibilities to adapt to more open intake model to allow for more flexibility and access to students from other areas of KPU, this will allow students the option to remain as a Design student while still exploring their options to apply to one of the cohort base Design programs, this also include the possibility to consider a minor in design for other KPU students.” (Appendix 8, pg. 60)</i> • <i>“Would be useful to have some courses available online allowing for mixed delivery and additional cohorts.” (Appendix 8, pg. 65)</i> • <i>“Moving forward, more consultation and coordination with degree programs in terms of entry level skill set & knowledge base required to inform the curriculum. Consider making the program a ‘general’ entry in Design and non lock step.” (Appendix 8, pg. 68)</i> • <i>“It felt more successful when it had a second cohort on campus. Allowing for program -specific faculty, and more competition between students/ It seems like there were more students successfully feeding into degree programs” (Appendix 8, pg. 71)</i> • <i>“I can see the potential to have two cohorts again, and within this structure, allowing for levels or progressions or streams within those two cohorts so that students could find the right place within their education (as there are such vast differences in ability across students). This would allow both faculty and student more freedom and challenge and would provide a more reliable feeder track into all degree programs, keeping students within KPU and also solving part of the larger yearly issue of recruitment conversion.” (Appendix 8, pg. 71)</i> • Some noted areas of improvements include more flexible offerings through a possible open intake model that can further appeal to a wider range of students who may still be considering their options. Since the current program model is cohort based, all students must attend full-time and take the same 10 courses as per the prescribed model. With an open intake model, a wider range of courses and more 	<p>Self-Study Report Pg 12 & 30</p> <p>FIND External Review Report</p> <p>Administrative Data</p> <p>Appendix 8: FIND Faculty Survey</p>

<p>flexible delivery formats, the program may appeal to a wider range of applicants who may wish to take courses in a less structured arrangement. (Self Study Report, Dean’s Response pg 31)</p> <ul style="list-style-type: none"> • “The International student distribution in the Foundations in design program per academic Year. <ul style="list-style-type: none"> ○ 2019/20- 0%, 2018/19 – 11%, 2017/18- 5%, 2016/17- 14%, 2015/16- 9% “(Appendix 5: Administrative Data Pg. 12) <p>“Admissions and portfolio assessment as a possible exclusionary barrier to entry into FIND</p> <ul style="list-style-type: none"> • The review committee agrees with the initiatives to move away from portfolio review as a central part of FIND admissions. Important to this discussion are questions about: <ul style="list-style-type: none"> - what does a folio at this level actually capture as indication of interest and potential of candidates entering a school that will be teaching them design and making skills? - what communities and people get left out when a portfolio is required? - what interests and values do we want to see emphasized in potential candidates? - how do we evaluate potential as good citizens of the world and critical thinking vs incoming skills? - how do we challenge assumptions about who or what makes a good designer?” (External Review Report, pg. 4) • “Portfolios are often weak- and if we’re giving students the message that they should take FIND as a preparatory program to get into a degree program, then we should be able to stand behind this and champion FIND students.” (Appendix 8, pg. 71) 	
<p>Create additional Elective Options:</p> <ul style="list-style-type: none"> • “Current electives offered minimal choices which were not always seen as relevant to design studies.”(External Review Report, Pg. 3) • “<i>Areas of improvement identified include: Having access to more design-based or discipline-based elective options for FIND students, Evaluating the flexibility of the program to allow personalized pathways within a cohort model. It was also identified by faculty and admin that there are significant structural challenges to balance open access a course cap sizes and faculty availability within the current cohort model</i>”. (External Review Report, pg. 2-3) • “Offer one elective course where students can choose” (Appendix 6, pg. 34) • “It would have been nice to learn some basics of 3D modeling and spend more time in the wood shop”(Appendix 7, pg. 51) • “I would have been good to make sure everyone learnt the laser cutter, and even 3D printer.” (Appendix 7, pg. 51) • “Changes in the future could include other courses, further indigenization, etc.” (Appendix 8, pg. 64) • “Allow student to specialize within FIND so that they can streamline their portfolios for 2D or 3D.” (Appendix 8: pg 71) 	<p>Self-Study Report Pg 30 External Review Report, pg 2-3 Appendix 6: FIND Student Survey Appendix 7: FIND Alumni Survey Appendix 8: FIND Faculty Survey</p>
<p>Expand the KPU Pathway course selection:</p> <ul style="list-style-type: none"> • “The content taught in this program would benefit a variety of fields outside of design, opening, selection to their design/KPU students” (Appendix 8, pg. 65) 	<p>Self-Study Report Pg 30 Appendix 8: FIND Faculty Survey</p>



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<ul style="list-style-type: none"> • The current Program model’s pathway courses are the following (Self Study Report, Pg 8) <ul style="list-style-type: none"> ○ Find 1100 Design Processes, Methods & Materials (Offered Fall Semester only) ○ FIND 1110 Drawing for Design (Offered Fall Semester only) ○ FIND 1140 Colour Theories (Offered Fall Semester only) ○ FIND 1230 Drafting for Design (not available due to single cohort, historically offered in the Spring semester) 	
<p>Explore how FIND credits can transfer to more WSD programs:</p> <ul style="list-style-type: none"> • <i>“Areas of improvement identified (External Review committee) include:</i> <ul style="list-style-type: none"> ○ <i>Having access to more design-based or discipline-based elective options for FIND students that might be transferable upon completion of their foundation year could potentially allow more personalized and flexible path into their chosen disciplines</i> ○ <i>More access to transferable credits might make the FIND path more desirable path for undecided students and might avoid possible stigmatisation of the program as an ‘extra year’ for those that did not get accepted on their first attempt.” (External Review, pg. 2-3)</i> • <i>“It would be helpful if some of the credits could count toward their degrees.” (Appendix 9, pg. 79)</i> • <i>“It is an “expensive” extra year for students who want to peruse particular programs in the future” (Appendix 9, pg. 79)</i> 	<p>Self-Study Report Pg 30 External Review Report pg 2-3 Appendix 9: FIND Non-Design Faculty survey</p>

GOAL 3: Strengthen institutional connections to support students and faculty

RATIONALE FOR THIS GOAL: Students in the WSD work and study in a custom-built facility that supports multidisciplinary student populations with open-access studio spaces, equipment, and resources. As FIND students learn to use, respect, and handle equipment, there commonly is a growing appetite to continue their education at the WSD or KPU. For studio-based curriculum, there is a need to continually work with departments like counseling, accommodations, library services, and the anti-racism task force to further support design pedagogy for experiential learning. Due to the hands-on learning and full-time workload, faculty commonly see students struggle with anxiety and mental disability and would benefit from further guidance on how to understand accommodation letters for learning disabilities. Faculty would highly benefit from additional training and understanding of how they can better support our students in areas like anti-racism, decolonization, and Indigenization to adapt to the fast-changing design environment. There is a desire to work with the existing instructional support channels to strengthen the resources which students can access when seeking support. As the FIND program explores an open-intake program model, partnering with the Future Students office (FSO), Marketing Services, English Upgrading will be essential on marketing the programs outreach.

Recommendation(s) this Goal Addresses	Report (page number)
<p>Support Student Mentorship with other WSD students:</p> <ul style="list-style-type: none"> • “Encourage them to ‘shadow’ a lecture/session in their program(s) of interest?” (Appendix 9, pg. 79) • “FIND students could shadow students in the programs that they would like to apply to, or is there a way for them to do a job shadow of someone in the industry? Some of the FIND students that apply to other WSD programs are a bit naïve in understanding of the other industries/programs.” (Appendix 8, pg. 61) 	<p>Self-Study Report Pg 30 Appendix 8: FIND Faculty Survey Appendix 9: FIND Non-Design Faculty survey</p>
<p>Increased visibly of counselling services and support services:</p> <ul style="list-style-type: none"> • Advertise the courses that are not designated FIND cohort classes (eg. Pathway, Open intake) (Self Study Report, pg. 12) • Improve the program’s outreach and marketing by partnering with the Future Students Office (FSO): high schools and the community, pathway accessibility, high school workshops, and alumni testimonials (Self Study Report, pg. 32-34) • “Feedback from faculty, alumni, and support services suggest that additional support and staffing would benefit these structures to make them more effective and accessible. As well, to foster awareness and care for students, and avoid stigmatization and further harm to students in need of assistance, regular yearly faculty orientation workshops were discussed in the review. As faculty are often the front line for care of students, such short orientation workshops from support services on how faculty can access support, and an understanding of the ongoing demand for and needs of students requiring these services, could help faculty more easily connect students with the supports they need. “ (External Review Report, pg.7) • “As art and design institutions attract a higher proportion of people who feel marginalized or outside of normative societal structures, in addition to increased staffing and training for faculty on accessing services, the review committee recommends that extra care is needed to support these populations and attention to institutional language and micro-aggressions needs to be addressed and updated on a regular and ongoing basis with more inclusive terminology to lessen stigmatization and othering for mental health issues, learning differences, language differences, as well as non-binary and differently-abled persons. “(External Review Report, pg.7) • Quality of Instructional design: Shop, Studio, and software access: “Having a dedicated shop access, skills and safety orientation for FIND students would go a long way to impro their campus and learning experience as so much of their work is hands on projects.” (External Review Report, pg. 6) • “Continued support for more access to counselling services for students.” (Appendix 8, pg. 65) 	<p>Self-Study Report Pg 12, 30, 32-34 External Review Report Pg. 6 & 7</p>

<p>Anti-Racism and Decolonization resources alignment:</p> <ul style="list-style-type: none"> • “Library guides - Making anti-colonial and anti-racist resources and literature more present. The review committee would like to encourage furthering the ongoing decolonial and anti-racist work to decenter resources and online course guides, which will benefit all programs including FIND. Rethinking our assumptions about what is cannon in design studies and what kinds of histories we preface in the resources we provide is the first step, but care should also be taken to the way such resources are presented to, and accessed by, faculty and students. When the Modernist Eurocentric canon is presented as a stand-alone guide, it can reinforce hierarchies of power, information, and preferred histories and understandings. Presenting decolonized and other resources, such as queer, indigenous, and global south sources, alongside our ingratiated design history and practice resource lists will help students and faculty integrating such resources into their curriculum and studies. “(External Review Report, pg. 7-8) • “KPU admirably has formed an anti-racism task force, has an elder in residence, and the hiring of indigenous staff and liaisons in key positions for the school is positive and important, but care must also be taken as the institution looks to address anti-racism, reconciliation, and decolonization that this work does not disproportionately fall upon IPOC staff and students. All faculty have to take the lead and do the work to learn and challenge their own bias and understandings within their curriculum and support their students differently. Significant support must also be provided by the administration with the necessary resources, training workshops, and tools for faculty. Without these changes, BIPOC students who take up full time studies at KPU, might not find the same level of representation and support as found in the Squamish school initiative.” (External Review Report, pg. 5) • “The review committee also recommends having dedicated and visible links to anti-racist teaching and learning resources for ant-racist classrooms, which will also help faculty as they make changes and space to support BIPOC faculty and students.” (External Review Report, pg. 8) • “The programs pedagogical approach may benefit from more direct engagement by diverse faculty incorporating different program thoughts” (Appendix 8, pg. 60) 	<p>Self-Study Report Pg 30 External Review Report pg 5 & 8 Appendix 8: FIND Faculty Survey</p>
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GOAL 4: Explore additional means or partnerships of course delivery to increase student enrolment

RATIONALE FOR THIS GOAL: FIND is a certificate program that has the potential to increase student enrolment through high school dual-credit programs, pathways programs, Indigenous groups like the Skwxwú7mesh (Squamish) First Nation and the development of a minor in the WSD. The FIND program is in a unique situation in which it can provide a space for students outside of the WSD degree programs to access experiential learning, design methodology, and visual literacy. The value that the faculty gained from their experience working with groups like the Skwxwú7mesh (Squamish) First Nation has sparked a desire to continue to work with Indigenous or marginalized groups. Applied design and design thinking can make a great impact on diverse student populations and further strengthens pedagogy and reconciliation. The program has identified three areas for partnership which can increase



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student enrolment including a minor in Design, dual-credit course offerings, and partnership with Indigenous communities. Collaboration and strong communication between partnership programs like English Upgrading and academic advisors will strengthen the outreach of the program model.

Since the elimination of the 2nd cohort, the FIND program has seen a significant reduction in course offerings which impacts the diversity of student populations. The FIND program has consistently graduated strong applicants to the degree programs in the WSD, but with the reduction of the number of FIND students, the program seeks opportunities to grow and support the WSD’s sustainable enrolment. Currently the FIND program receives a large number of referral applications from unsuccessful WSD degree program applicants. The FIND program can help support those who have minimal design and art skills to meet the WSD degree portfolio entrance requirements. Due to the limited seats in the current FIND cohort model, many of these students are put on a waitlist which increases their chances of looking at other competitor public institutions. As the FIND program shifts access to an open-intake model, students outside of the traditional design disciplines could also benefit from design education offered in the FIND program. A minor in design could further support students’ opportunity to study design formed from the FIND program model in addition to other higher level WSD degree program courses, thus supporting a larger population of students.

The FIND faculty are comprised of an interdisciplinary team of designers and educators providing lived experience in teaching applied design skills to students. The faculty have expressed interest in working with dual-credit students as an additional channel of outreach in providing design education to a wider population of students. When working with external partners, limited intake programs require more flexibility to access. The FIND program’ applied design, hands-on skills, and technology curriculum is aligned with the principles seen in BC Ministry of Education schools K-12 curriculum and thus provides an excellent bridge for undergraduate students into KPU and broadening the student population.

The value brought to both faculty and students working with the Skwxwú7mesh (Squamish) First Nation allowed our faculty to work collaboratively with historically marginalized students. The success of the FIND program while working with the Skwxwú7mesh (Squamish) First Nation has provided a model in working with other communities and government funding. This alternative channel of outreach had many challenges while working in the institutional structures of KPU. More support is needed for the program chair and students when working with an alternative school or partnership outreach to ensure quality education is provided. While faculty were adaptable and dedicated to the students learning, there needs to be administrative support to work with students and groups outside of KPU to maintain a healthy relationship for all parties involved. The 2019/2020 cohort’s input of the program has not been expressed in the survey data but is included in the administrative data. This limited information has impacted the results of the feedback on services that KPU provides and does require a more holistic investigation on how to continue to work with partnerships.

Recommendation(s) this Goal Addresses	Report (page number)
<p>Alternative Outreach with partnerships:</p> <ul style="list-style-type: none"> • “Skwxwú7mesh (Squamish) First Nation Field School For promoting inclusion and access, the review committee commends the conception and approach of the KPU collaboration with the Skwxwú7mesh (Squamish) First Nation in 2019/2020. This care driven approach to revamp curriculum that was facing indigenous students was seen as a significant and important learning experience for the faculty that were 	<p>Self-Study Report Pg 30 External Review Report</p>

<p>involved, which challenged many of their core understandings of design practice and pedagogy and its impact in marginalized and underrepresented communities.” (External Review report pg. 3)</p> <ul style="list-style-type: none"> • “This involved course delivery and student integration in both locations (Squamish Trade Center and the WSD) with both cohorts and incorporated collaborative industry site visits, on-campus presentations and training in studios and prototyping labs/workshops. This was an example of effective collaboration and communication within our KPU departments (Academic Career Preparation for English upgrading and Admissions) and our WSD faculty with positive outcomes of growths and development for the participating students.” (Self Study Report, Chapter 7: Dean’s response, pg 31) 	
<p>Minor in design:</p> <ul style="list-style-type: none"> • “As an increase of number of high school graduates seek more flexible options for post-secondary. The program can continue to develop plans to work towards a more open access model with a wider range of delivery formats and scheduling.” (Self Study Report, Dean Response pg 32) • “Other areas of expansion may also include the development of a minor in Design that could also include specific courses within other WSD programs with designation seat availability for other KPU students.” (Self Study Report, Chapter 7: Dean Response pg 33) • “It is an “expensive” extra year for students who want to peruse particular programs in the future” (Appendix 9, pg. 79) • “It would be helpful if some of the credits could count toward their degrees” (Appendix 9, pg. 79) 	<p>Self-Study Report Pg .30 Self-Study Report Pg .32 Self-Study Report Pg .33</p>
<p>Dual Credit</p> <ul style="list-style-type: none"> • “Highlighted in the report and faculty discussion is how dual-access programs could be strengthened and employed to help fill class sizes and elective options to provide more flexibility for FIND beyond its cohort model. Promotion and strengthening of this program present an opportunity for outreach to students that have not had access or exposure to design in their secondary education, with possible program benefits for FIND student to be able to take more electives.” (External Review Report, pg. 3) • There could also be other opportunities for dual credit offerings for high school students and to revisit another offering with Squamish First Nation or other partners within the indigenous community. (Self Study Report, Chapter 7: Dean Response pg. 33) 	<p>External Review Report Self-Study Report Pg. 33</p>



Foundations in Design Quality Assurance Plan

RECOMMENDATIONS THE QUALITY ASSURANCE PLAN DOES NOT ADDRESS

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

Recommendations	Report (page number)	Rationale
Increase in-class divisional lab technician support for all WSD equipment <ul style="list-style-type: none"> • “Barriers identified: <ul style="list-style-type: none"> ○ No dedicated studio space for FIND students ○ Difficulty with software licensing and access to computer labs 	External Review Report pg. 6	<i>The custom built WSD building has a wide variety of open studios and common spaces where students can work on individual or team projects. FIND students have access to machinery, specialty equipment, and resources labs which require technician training for students to access. Currently there is no support on evenings and weekends due to budget restraints. This is not included in the recommendations as divisional lab technician support is a WSD of the whole initiative that impacts all areas that share these resources.</i>
Minor in design	Self-Study Report Pg .30-33	<i>Currently the FIND program only offers 1000 level courses and would require the collaboration of the other WSD programs in building a Minor in design. This is a WSD of the whole initiative that has been identified as an area of growth and would allow students outside of the WSD degree programs an opportunity to bridge design thinking into their education. The FIND program is an integral part of this initiative in offering a program that allows flexibility of open intake on fundamental design skills which is essential in the success of higher-level course offerings (2000 and 3000). There are currently select courses in Interior Design, Product Design, and Graphic design for Marketing in the 2000 and 3000 level but requires further exploration in developing this opportunity.</i>



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QUALITY ASSURANCE FIVE-YEAR ACTION PLAN

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

STRATEGY 1: **Revise the program model**

GOAL(S) THIS STRATEGY SUPPORTS:

- GOAL 2: Address barriers to broaden access for incoming students
- GOAL 4: Explore additional means or partnerships of course delivery to increase student enrolment

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
Removal of portfolio requirement and re-assessment of other entrance requirements	Chair	June 2021	Sept 2021	First phase of the removal of portfolio requirements includes reduced entrance requirements for the Fall 2022 to include students answering 3 guiding questions ‘on why design?’ in a video format rather than assessing their design skills entering the program
Explore open intake and the full elimination of entrance requirements	Faculty Lead	June 2021	May 2022	Consultation with the Senate Office, Registrar, Sustainable Enrolment Committee, Admissions
Develop course outlines to align with “Elective” requirements for KPU degree programs	Faculty Lead + Faculty	Jan 2022	May 2022	
Explore transfer credits and laddering opportunities in WSD degree programs	Faculty Lead	Jan 2022	May 2022	Consultation with Program Chairs of the WSD degree programs
Review current FIND Pathway courses to assess for suitability for possible additions/changes	Faculty Lead+ Faculty	Jan 2022	May 2022	Consultation with Academic Career Preparation for English Upgrading and Admissions

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? n/a
When are these resources required? n/a
What Faculty and/or Institutional support is required? Academic Career Preparation for English Upgrading, Admissions, Registrar, Senate Office, WSD program Chairs from other Degree programs.



Foundations in Design Quality Assurance Plan

STRATEGY 2: Curriculum alignment to support revised program model

GOAL(S) THIS STRATEGY SUPPORTS:

- GOAL 1: Update all current courses for relevancy and currency
- GOAL 2: Address barriers to broaden access for incoming students
- GOAL 3: Strengthen Institutional connections to support students and Faculty

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
<i>Revision of program competencies: Elements and principles of design, Portfolio skills, Digital Skills, decolonization, and relevancy with other WSD programs</i>	Faculty Lead + Faculty	Jan 2022	June 2022	
<i>Curriculum Mapping (Supported by Teaching and Learning)</i>	Faculty Lead+ Faculty	Feb 2022	Mar 2022	
<i>Identify elective options</i>	Faculty Lead+ faculty	Feb 2022	Mar 2022	
Update course outlines	Faculty Lead	Mar 2022	May 2022	
<i>The WSD Curriculum Committee approves all course updates and new course outlines</i>	Faculty Lead + Chair	May 2022	June 2022	Submit by May 4, 2022 <i>Meeting date: May 18, 2022 – June 15, 2022</i>
<i>SSCC approves all updates and new courses.</i>	Chair	Sept 2022	Oct 2022	<i>Meeting date: Sept 2022 (Date TBD)</i>
<i>Senate approves all updates and new courses</i>	Chair	Sept 2022	Oct 2022	<i>Meeting date: Sept 2022 (Date TBD)</i>

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? Teaching and Learning curriculum mapping resources
When are these resources required? Feb 2022
What Faculty and/or Institutional support is required? Foundations in Design Faculty and program assistant, WSD Dean’s office administrative support, Teaching and Learning, Approval by WSD Curriculum Committee, Approval by SSCC, Approval by Senate



Foundations in Design Quality Assurance Plan

STRATEGY 3: Promotion of the updated curriculum

GOAL(S) THIS STRATEGY SUPPORTS:

- GOAL 3: Strengthen Institutional connections to support Students and Faculty
- GOAL 4: Explore additional means or partnerships of course delivery to increase student enrolment

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
Collaboration with FSO on program updates	Chair/Faculty	Oct 2022	Jan 2023	Updates anticipated For FALL 2023 intake
Collaboration with Academic Advisors on course availability	Chair	Oct 2022	Jan 2023	Updates anticipated For FALL 2023 intake
Promote program updates with international student office- international study, 'visiting' and exchange students.	Chair	Oct 2022	Nov 2022	Updates anticipated For FALL 2023 intake
Promote program updates with school districts to develop Dual-Credit partnerships	Chair/ Dean	Oct 2022	Dec 2022	
Update the FIND KPU Website	Chair/ Prog. Assistant	Oct 2022	Nov 2022	
Marketing campaign to launch the new program updates: <ul style="list-style-type: none"> • Event (including a design activity for participants to engage in) • Video • Create a digital/printed promotional package to share with potential partnerships, academic advisors, and FSO 	Chair/ Faculty	Oct 2022	Jan 2023	Promotional package will be updated when course outlines are approved

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? Marketing materials: video, digital/printed promotional package, event promotion, event support on campus to include: dean's office, faculty, and alumni support, design activity supplies.
When are these resources required? Oct 2022-Jan 2023
What Faculty and/or Institutional support is required? Future Students Office, Academic Advising (All of KPU), KPU International Students Office, Marketing Services



Foundations in Design Quality Assurance Plan

STRATEGY 4: **Develop stronger support channels**

GOAL(S) THIS STRATEGY SUPPORTS:

- GOAL 3: Strengthen Institutional connections to support Students and Faculty
- GOAL 4: Explore additional means or partnerships of course delivery to increase student enrolment

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
Strengthen relationships with the Counseling services	All Faculty	Mar 2022	June 2022	Workshop or team meeting
Develop a student mentorship program with WSD students	Chair	Jan 2022	Sept 2022	Collaboration with other WSD program chairs
Work with the Accommodation Office and Early Alert to understand students' needs and channels of support	All Faculty	May 2022	July 2022	Workshop or team meeting
Library services- further develop lib guides and recourses for Anti-Racism, Indigenization, 2sQTBIPOC	All Faculty	April 2022	July 2022	
Faculty team building/ cross-disciplinary professional development <ul style="list-style-type: none"> • collaboration with Indigenous advisory • Attend workshops or conferences • Professional Development team building event(s) 	All Faculty	Feb 2022	Ongoing	KPU Indigenous services External conferences eg. HASTAC (Humanities, Arts, Science, and Technology Alliance and Collaboratory) Team Building event: shoe making, bag making, etc.

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? Workshop and Conference fees for Decolonization or Anti-Racism, 0.6% PD Funding for team building plans: material kits for PD team building activities, industry professional instructor
When are these resources required? Feb 2022
What Faculty and/or Institutional support is required? Counseling services, Accessibility Services, Library services, Indigenous Services for Students, WSD Program Chairs, Task Force on Anti-Racism, Pride Advocacy Group



Foundations in Design Quality Assurance Plan

PLAN SUPPORTED BY:

Diane Purvey

Provost's Name

Andhra Goundrey

Dean's Name

Provost's Signature

A Goundrey

Dean's Signature

Date

Date