Final Report and Action Plan (Exemplar)

Information Systems Programs

Submitted to
Dr. Jennifer Smith, Dean
Faculty of Applied Technology and Information Systems

North Island College
2300 Ryan Road
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North Island College is honoured to acknowledge the traditional territories of the combined 35 First Nations of the Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish traditions, on whose traditional and unceded territories the College's campuses are situated.

Preamble

As we continue working through the process of program review and renewal we are guided by the college's overarching, interwoven strategic plans, **BUILD 2026, Widening Our Doorways**, and **Working Together** – *the NIC Indigenization Plan.* The recommendations put forth (and the action items detailed in the accompanying Action Plan) align with commitments articulated in the guiding documents and are part of our continued effort to meet the needs of our diverse community of learners.

A. Executive Summary

The Department of Information Systems wrote a self-study and shared it with three reviewers who formed the external review team. The reviewers met virtually with various people at North Island College for two days to explore and learn more about the challenges and successes of the Information Systems programs.

The reviewers provided twelve recommendations related to commitment to learners, program structures, the learning community, practices, and collective impact. These included recommendations regarding curriculum development, program goals, student engagement, Indigenization, and internationalization.

The Department of Information Systems has written this final report summarizing their self-study recommendations, along with their response to recommendations from the external review team.

This report accompanies an Action Plan which details action items to undertake the recommendations.

B. Background

In accordance with North Island College's Policy 3-11, the department undertook the program review process. This final report synthesizes recommendations and next steps from the department's self-study and the external review report.

The self-study was completed in March 2021 and submitted to the dean of Applied Technology and Information Systems, Dr. Jennifer Smith. Survey data from current students, alumni, and faculty were included to support the conclusions and recommendations shared in the self-study.

The external review visit was conducted in March 2022 via online meetings.

The external review team consisted of:

- Dr. Robert Magnussen, Chair of Digital Learning, University of the Prairies
- Manvinder Singh, Information Systems Program Lead, Rocky Mountain College
- Nicholas Latimore, Health Information Systems faculty, North Island College

The external review team, in fulfillment of its responsibilities, met with:

- Vice-President Academic: Dr. Denise Gooden
- Dean, Faculty of Applied Technology and Information Systems: Dr. Jennifer Smith
- Department of Information Systems - Program Review Lead: Tyler Gallagher
- Department of Information Systems - Chair: Tamara Suzuki
- Director, Centre for Teaching & Learning Innovation: Dr. Ashley Toplinski
- Manager, Institutional Research and Planning: Vincent Page
- Executive Director, Office of Global Engagement: Alexei Romanov
- Registrar: Raphael Ramirez
- Assistant Registrar: Mary-Ann Jackson
- Executive Director, Indigenous Education: Alona Dumont
- Faculty
- Students and Alumni

This final report is based on the program self-study, the external review report, and responses from program faculty.

C. Program Overview

The Department of Information Systems offers two credentials: a diploma and a certificate. Both credentials are offered in-person at the Comox Valley Campus and via online (digital delivery scheduled format).

NIC's Information Systems diploma is a 60-credit program. Electives can be taken from faculties across the institution, but electives must account for no more than 15 of the 60 credits. The Information Systems certificate is a 30-credit program.

The programs are designed for students wishing to gain a credential or transfer to another institution to complete another diploma or degree program.

The Department of Information Systems currently consists of five full-time and three part-time faculty members, all experienced in both in-person and digital delivery formats.

D. Summary of Strengths and Challenges

Given the changing learning environment, the Department of Information Systems recently added a digital delivery format option to address the increasingly complex needs of learners in our region and beyond.

Strengths

At the time of writing the self-study, demand for Information Systems graduates on Vancouver Island was increasing. Historically, students have remained at North Island College because of small class sizes, excellent instruction, and close community ties. Current students surveyed were mostly positive about their program, including responses about the quality of instruction. The alumni who were surveyed were satisfied with the ability of the program to help them achieve their personal goals and prepare them for further study and employment. The Department of Information Systems has a team of committed faculty who strive to ensure a positive learning experience.

General Challenges

The Information Systems program must remain responsive to market demand, both in terms of student interest and the community needs. Overall, current students, alumni, and employers appear to be satisfied with the program, but the self-study did highlight the fact that faculty, students, and employers are interested in enhancing existing offerings, adding in more current knowledge and applied skills along with more Indigenous and intercultural components. Current students expressed the desire for more learning opportunities outside of the classroom. Alumni also identified the need for more experiential learning opportunities along with more significant connections with potential employers.

Challenges that Fall Beyond the Scope of Program Review

Feedback from faculty noted concerns that, while falling beyond the scope of a program review, need to be discussed as part of program renewal and broader institutional planning. These included resources and capacity building within the department and aspects of enhancement related to facilities (e.g., a physical building to provide coherence and a sense of belonging for all).

E. Self-Study Recommendations

The self-study includes recommendations based on the review of the program, feedback from students, faculty, and various stakeholders, as indicated above. These recommendations recognize the need for the program to review curriculum design, learning outcomes, course delivery, and design and consider how the program can capitalize on current strengths and address identified challenges.

The following recommendations come from the self-study and are organized under the Key Dimensions of Quality headings.

Commitment to Learners

Focus: This area focuses on the program's commitment to student learning by reflecting on the underlying values and philosophy of the program. This includes the alignment of program commitments with the needs and expectations of students, the institution and the broader discipline, industry, or profession.

1. Engage faculty members in developing a relevant set of program learning outcomes to build a vision and direction for the department and its credentials.
2. Engage faculty members in developing a current vision/direction along with overarching goals for the department and its credentials.

Program Structures

Focus: This area focuses on the roots and design of the program, as well as how and why the program has evolved over time highlighting key milestones, developments, and accomplishments as it relates to the student learning experience. This includes the evolution itself, as well as the mechanisms in place for identifying and responding to emerging needs and changing realities.

1. Ensure strong alignment between learning outcomes, instructional strategies, and evaluation methods used in all courses throughout both credentials.
2. Review both programs for redundancies and gaps, and areas where enhancements could improve the learning experiences.
3. Form a program advisory committee to benefit from industry and stakeholder input on relevancy of programming, currency of curriculum, and alignment with experiential learning opportunities.

Learning Community

Focus: This area focuses on the program as a learning community. This includes interactions and relationships between and among faculty and students within the program, as well as engagement with broader communities (e.g., institutional, regional, discipline, industry, or profession-specific relationships).

1. Create a set of guest lectures, special speakers, and events to bring together students, alumni, faculty, and the broader community on a more regular basis.

Practices

Focus: This area focuses on teaching and learning practices, including assessment and evaluation methods and the alignment of these approaches to supportive practices. This includes the methods or approaches members of the department engage in to fulfil the stated commitments while engaging in reflective practice.

1. Examine assessment and evaluation methods across each credential to take a snapshot of student workload and faculty marking expectations as aligned with learning outcomes per each course and the program.

2. Build useful and timely reflective sessions for all the instructors to engage in conversation about the practices and pedagogies of the previous term as well as review the course outlines and associated components for currency and relevancy.

3. Create department teaching and learning time to explore Indigenous practices and perspectives, learn more about decolonization and how to enhance the curriculum through readings, professional learning experiences, and regular conversations with Elders.

Collective Impact

Focus: This area focuses on the accomplishments and contributions of faculty and students from the program. This includes learning experiences, opportunities and outcomes related to the program. This also includes mechanisms in place to help faculty and students reflect upon and recognize accomplishments.

1. Develop an annual event that highlights the accomplishments and contributions of the instructors and the students to the area of information systems open to all campus community members.

2. Create a working group to explore the use of portfolios in the diploma program to allow students to share their experiences, skills and abilities with each other, instructors, and future employers.

F. Summary of Key Findings from the External Reviewers

The external review team commended faculty and staff for successfully supporting the Information Systems program, which is currently meeting the needs of students and employers.

The reviewers identified the challenge of completing a program analysis that can drive targeted improvements in the current offerings and build consensus on future growth. A central question recognized by program faculty, the dean, and the vice-president academic relates to how growth targets, program directions, and a shared vision will be developed.

Key findings of the external review team included recommendations relating to curriculum mapping, program planning, celebrating faculty and support service contributions, providing more opportunities for increasing intercultural competency, and the importance of articulating values and philosophies related to Indigenization.

G. Program Response to External Reviewers' Recommendations

This section outlines each of the recommendations from the external review team per the categories used throughout the self-study document. After each recommendation the Department of Information Systems provides its response.

Commitment to Learners

Focus: This area focuses on the program's commitment to student learning by reflecting on the underlying values and philosophy of the program. This includes the alignment of program commitments with the needs and expectations of students, the institution, and the broader discipline, industry, or profession.

Recommendation 1

* Through curriculum mapping, update the program goals and learning outcomes of the Information Systems programs. This recommendation aligns with *Widening our Doorways* Point #2 – Enhancing Student Learning Experiences.

Department Response: The Department of Information Systems members agree with this recommendation. Curriculum mapping requires initial consultations with program stakeholders, including but not limited to program advisory committee, alumni, NIC advisors and recruiters to inform a broader scope of work exploration by faculty on curriculum development.

Recommendation 2

* Engage faculty in articulating the values and philosophy of the Information Systems programs. This recommendation aligns with *Widening our Doorways* Point #2 – Enhancing Student Learning Experiences and *BULD 2026* Section 6.1 – Brand and Identity.

Department Response: The Department of Information Systems members agree with this recommendation. This recommendation will be undertaken in conjunction with recommendation 1.

Recommendation 3

* Embody program values and philosophy in approach to Indigenization of curriculum. This recommendation aligns with *Widening our Doorways* Point #5 – Indigenous Led Learning and Reconciliation, *BUILD 2026* Section 5.1 – Indigenous Education, and the goals found in the Teaching and Learning section of *Working Together*.

Department Response: The Department of Information Systems members agree with this recommendation. As highlighted in the external review report, the faculty can build on existing initiatives within the department as a starting point. The department would like to consider some ideas and attend the Working Together Working Group to seek advice and next steps. Any action items coming out of this recommendation will be based on college-wide (*BUILD 2026, Widening Our Doorways, Working Together*) indigenization policies/plans. The Department of Information Systems will take greater part in this institutional-wide initiative and will work to identify the need for modifications to the program to further welcome students from our First Nations communities and provide all students with varied ways of knowing and learning.

Program Structures

Focus: This area focuses on the roots and design of the program, as well as how, and why, the program has evolved over time highlighting key milestones, developments, and accomplishments as it relates to the student learning experience. This includes the evolution itself, as well as the mechanisms in place for identifying and responding to emerging needs and changing realities.

Recommendation 4

* Review course sequencing and relevancy of courses. This recommendation aligns with *Widening our Doorways* Point #4 – Program Response & Renewal and *BUILD 2026* Section 5.5 – Program Response and Renewal.

Department Response: The Department of Information Systems members agree with this recommendation. Protocols will be established that allow for ongoing review and renewal of programs, and the courses in both programs.

Recommendation 5

* Establish a program advisory committee for the Department of Information Systems. This recommendation aligns with *Widening our Doorways* Point #2 – Enhancing Student Learning Experiences.

Department Response: The Department of Information Systems members agree with this recommendation. Terms of reference will be established, committees will be formed, and yearly meetings will be scheduled. Feedback from program advisory committees will be used to help guide the future direction of the program.

Recommendation 6

* Examine the two delivery formats for the diploma and credential to see if there could be efficiencies achieved and ways to build curriculum and content so sessional and regular faculty can easily set up new offerings. This recommendation aligns with *Widening our Doorways* Point #2 – Enhancing Student Learning Experiences and *BUILD 2026* Section 4.2 – Learning and Services.

Department Response: The Department of Information Systems members agree with this recommendation. There is work to be done to reduce ineffective practices and processes happening in both the digital and in-person offerings.

Learning Community

Focus: This area focuses on the program as a learning community. This includes interactions and relationships between and among faculty and students within the program, as well as engagement with broader communities (e.g., institutional, regional, discipline, industry, or profession specific relationships).

Recommendation 7

* Establish ways to connect current students with graduates as well as with employers to build a more cohesive learning community that doesn't take a lot of time or management to execute but provides valued learning by all.

This recommendation aligns with *BUILD 2026* Section 9.2 – Community Engagement and Section 9.3 – Social and Economic Development of the Region.

Department Response: The Department of Information Systems agrees with this recommendation. A working group will need to be formed to discuss this recommendation, reach out to other institutions to see how they are undertaking community building and then some doable suggestions implemented.

Recommendation 8

* Build stronger connections with local high schools to engage teachers and students with NIC instructors and students around projects, special events, collaborative assignments, etc. This recommendation aligns with *Widening our Doorways* Point #3 – Multi-Modal, Flexible, Demand-Based Enrolment that Occurs Year-Round with a Focus on Building Self-Directed Skill-Based Learning & Customized Credentials and *BUILD 2026* Section 9.1 – Serving the People of the Region.

Department Response: The Department of Information Systems members recognize that a greater effort must be made to engage with the local high schools. A working group will be formed to start conversations with local high school teachers to find out how best the Department of Information Systems can work together.

Recommendation 9

* Incorporate a work integrated learning component to the program (e.g., short-term opportunities to connect with an employer or a longer duration co-op or internship) so that curriculum can be tied in with the experience. This recommendation aligns with *BUILD 2026* Section 9.2 – Community Engagement, Section 9.3 – Social and Economic Development of the Region, and section 5.2 – Community-Connected Learning.

Department Response: The Department of Information Systems members have already opened discussions with the coordinator of Work Integrated Education to investigate the possibility of including a co-op or internship into the Information Systems program. The department wants to explore how this can be a more integrated piece to the certificate and diploma programs even if the work experiences are shorter and built into courses.

Practices

Focus: This area focuses on teaching and learning practices, including assessment and evaluation methods and the alignment of these approaches to supportive practices. This includes the methods or approaches members of the department engage in to fulfil the stated commitments while engaging in reflective practice.

Recommendation 10

* Engage students and instructors in opportunities to increase the intercultural competencies of students, staff, and faculty. This recommendation aligns with *Widening our Doorways* Point #6 – International Education Renewal and *BUILD 2026* Section 7.1 – Reconciliation and Section 7.2 – Diversity, Equity, and Inclusion.

Department Response: The Department of Information Systems agrees with this recommendation and will engage in intercultural teaching and learning activities through dedicated time set aside for engagement.

Consultations will begin with the Office of Global Engagement and the Office of Indigenous Education to build a plan for enhanced learning by all.

Recommendation 11

* Incorporate more experiential and authentic instructional practices and evaluation methods. This recommendation aligns with *Widening our Doorways* Point #2 – Enhancing Student Learning Experiences, *BUILD 2026* Section 5.2 – Community-Connected Learning, and the goals found in the Teaching and Learning section of *Working Together*.

Department Response: The Department of Information Systems members agree that the inclusion of more experiential and authentic instructional practices and evaluation methods will be of great benefit to learners. Support will be required by the Centre for Teaching and Learning Innovation to explore how this might unfold in the certificate and diploma programs.

Collective Impact

Focus: This area focuses on the accomplishments and contributions of faculty and students from the program. This includes learning experiences, opportunities, and outcomes related to the program. This also includes mechanisms in place to help faculty and students reflect upon and recognize accomplishments.

Recommendation 12

* Celebrate the learning community of faculty members, students, and support services. This recommendation aligns with *BUILD 2026* Section 1.2 – People Development and 1.3 – Employee Engagement and Collaboration.

Department Response: The Department of Information Systems members agree that more effort is required to recognize the accomplishments and contributions of faculty, students, and support services.

H. Indigenization of Teaching and Learning Experiences

To meet the needs of The Truth and Reconciliations Final Report, the department's activities related to Indigenizing the teaching and learning experiences of all students including updating curriculum to be responsive to the NIC Working Together Indigenous Plan are summarized as follows:

Strategies for Improvement

Nothing here yet in this exemplar but will be added in future.

Considerations for Implementation

Nothing here yet in this exemplar but will be added in future.

I. Summary

The impact of this self-study on faculty has been extensive. For many years faculty have been working hard to improve courses, student experiences, and the quality of the credentials that we offer, albeit in isolation for the most part.

As a result of the self-study process, the faculty of the NIC Department of Information Systems have begun to think as a collective; determined to rethink, revalue, and recreate our credentials.

The 12 recommendations from the external reviewers not only support those presented in the self-study but challenged the faculty to celebrate not only the success of our students but the faculty and the work they do to enrich the lives of those students.

The accompanying Action Plan document outlines the actions and next steps the Department of Information Systems will take.

J. Action Plan

In developing this Action Plan, the Faculty of Applied Technology and Information Systems has consulted the three strategic plans to ensure alignment with the vision outlined within.

As well, realistic timelines have been determined to achieve the action items presented given their alignment with institutional goals, resource availability, and need.

All regular faculty members in the department have taken on several action items and will regularly report and update the progress on them.

See Action Plan items below.

ACTION PLAN ITEMS

#	Desired Outcome	Actions	Recommendation Reference	Lead Person(s)	Start Date	End Date	Resources	Monitoring	Results
	What do you want to achieve?	*What actions will be taken to achieve desired outcome?*	*What final report recommendation was this desired outcome derived from?*	*Who will be responsible for leading this action?*	*Month/year*	*Month/year*	*What resources will be required to complete this action? (e.g., money, software, consultants, equipment)*	*How will you track the implementation of your action?*	*How will you know that you have achieved your desired outcome?*
1	**Update program goals and learning outcomes of the Information Systems programs.**	Gather a program working group to participate in a curriculum mapping exercise.	External reviewer's Recommendation # 1 - Through curriculum mapping, update the program goals and learning outcomes of the Information Systems programs.	Faculty Members A and B lead working group with 2 other faculty members.			CTLI staff as consultants and facilitators, as well as internal and external stakeholders.	Regular updates from department chair on progress along with term reports from Faculty Members A and B.	A clear set of program outcomes agreed upon by the working group shared with associate dean and dean with feedback from the Program Advisory Committee.
2	**Articulate the values and philosophy of the Information Systems programs.**	Gather a working group to establish a clear set of mission, vison, and values statements.	External reviewer's Recommendation # 2 - Engage faculty in articulating the values and philosophy of the Information Systems programs.	Department Chair with Faculty Members C and D to lead working group.			No resources other than time needed.	Regular meetings will be necessary, and updates required from the chair to monitor progress.	Clear and agreed upon mission, vision, and values statements made public.

#	Desired Outcome	Actions	Recommendation Reference	Lead Person(s)	Start Date	End Date	Resources	Monitoring	Results
3	**Establish a program advisory committee for the Department of Information Systems.**	Associate dean and chair collaborate to establish terms of reference and protocols (with input from faculty). Once established, recruit committee members from the community and establish meeting timelines.	External reviewer's Recommendation # 5 - Establish a program advisory committee for the Department of Information Systems.	Associate dean and chair, along with Faculty Member A			Assistance from CTLI and an executive assistant to assist with planning and preparation.	Frequent updates to update on progress.	Terms of reference established and approved, a committee formed, and a meeting schedule established.
4	**Build stronger connections with local high schools.**	Gather a small working group (including local school representatives) to plan a strategy to better engage with local high schools.	External reviewer's Recommendation # 8 - Build stronger connections with local high schools to engage teachers and students with NIC instructors and students around projects, special events, collaborative assignments, etc.	Faculty Member X and Y lead the working group.			Working with community engagement contact arrange access to local high school teachers or administrators to assist with brainstorming sessions and facilitate engagement activities.	Updates from the working group to communicate the development of an action plan.	A formalized plan in place to routinely engagement local high schools in a variety of projects and communicate opportunities for collaboration.

#	Desired Outcome	Actions	Recommendation Reference	Lead Person(s)	Start Date	End Date	Resources	Monitoring	Results
	What do you want to achieve?	*What actions will be taken to achieve desired outcome?*	*What final report recommendation was this desired outcome derived from?*	*Who will be responsible for leading this action?*	*Month/year*	*Month/year*	*What resources will be required to complete this action? (e.g., money, software, consultants, equipment)*	*How will you track the implementation of your action?*	*How will you know that you have achieved your desired outcome?*
5	**Embody program values and philosophy in approach to Indigenization of the curriculum.**	Based on college-wide indigenization policies/plans, faculty members will be made aware of ways to incorporate indigenous ways of learning and knowing into the program curriculum through consultation with the Office of Indigenous Education.	External reviewer's Recommendation # 3 - Embody program values and philosophy in approach to Indigenization of the curriculum.	Program chair and Faculty Members L, M and N			Consultation with Office of Indigenous Education.	Frequent communication from leads to update progress.	Upon review of course outlines, evidence that indigenous ways of knowing and learning have been woven into courses as appropriate.
6	**Review course sequencing and relevancy of courses.**	With input from a program advisory committee and any recent third-party reviews, establish a review group (associate dean, chair, program lead, and faculty) to consider course mix	External reviewer's Recommendation # 4 - Review course sequencing and relevancy of courses.	Associate dean and chair, along with Faculty Member Y			Data from Institutional Research may be required as well as notes from PAC meetings, internal survey results, and third-party review reports.	Frequent communication among working groups to monitor progress.	After completion of a thorough review of the program, and with input from a variety of sources, course mix changes made to better meets the needs of students and the community.

#	Desired Outcome	Actions	Recommendation Reference	Lead Person(s)	Start Date	End Date	Resources	Monitoring	Results
		changes or program direction.							
7	**Examine in-person and digital offerings to determine if efficiencies can be achieved in course design and delivery.**	Gather a working group, and with the assistance of CTLI review practices and procedures to identify inefficiencies.	External reviewer's Recommendation # 6 - Examine the two delivery formats for the diploma and credential to see if there could be efficiencies achieved and ways to build curriculum and content so sessional and regular faculty can easily set up new offerings.	Chair and CTLI representative along with Faculty Members A and B			Access to course design and delivery methods and strategies.	Shared updates from the chair and CTLI.	Inefficiencies identified and changes made to reduce or eliminate inefficiencies.
8	**Establish ways to build a more cohesive learning community.**	Gather a working group to gather information and make recommendations that will help connect current student with alumni and employers.	External reviewer's Recommendation # 7 - Establish ways to connect current students with graduates as well as with employers to build a more cohesive learning community that doesn't take a lot of time or management to execute but provides valued learning by all.	Chair and/or program lead with Faculty Member L			Access to information from other institutions and community groups.	Frequent updates to update on progress.	Realistic recommendations made by the working group are implemented.

#	Desired Outcome	Actions	Recommendation Reference	Lead Person(s)	Start Date	End Date	Resources	Monitoring	Results
9	**Incorporate a work integrated learning component into the programs.**	Discussions to continue with the coordinator of Work Integrated Education and a small working group to determine how to best include integrated learning opportunities in the Information Systems program.	External reviewer's Recommendation # 9 - Incorporate a work integrated learning component to the program (e.g., short-term opportunities to connect with an employer or a longer duration co-op or internship) so that curriculum can be tied in with the experience.	Chair and program lead with Faculty Members L and M			Access to information.	Updates from working group leads and coordinator of work Integrated Education.	A measurable increase in the number of work integrated learning activities incorporated into courses. On a larger scale, the adoption and implementation of a program change if formal co-ops or internships are included as part of the Information Systems programs).
10	**Incorporate more experiential and authentic instructional practices and evaluation methods.**	Instructors modify their instructional strategies and evaluation methods to include more real-world or authentic experiences, to try and have students replicate real-world tasks that they will have to master once they enter the work force.	External reviewer's Recommendation # 11 - Incorporate more experiential and authentic instructional practices and evaluation methods.	Faculty Members A, B and C			Consultation with CTLI staff.	Updates from CTLI and chair as to the degree to which faculty have been made aware of ways to integrate authentic instructional strategies and evaluation methods.	A review of course outlines and discussion with faculty that reveal a movement toward more authentic instructional strategies and evaluation methods.

#	Desired Outcome	Actions	Recommendation Reference	Lead Person(s)	Start Date	End Date	Resources	Monitoring	Results
	What do you want to achieve?	*What actions will be taken to achieve desired outcome?*	*What final report recommendation was this desired outcome derived from?*	*Who will be responsible for leading this action?*	*Month/year*	*Month/year*	*What resources will be required to complete this action? (e.g., money, software, consultants, equipment)*	*How will you track the implementation of your action?*	*How will you know that you have achieved your desired outcome?*
11	**Engage students and instructors in opportunities to increase the intercultural competencies of students, staff, and faculty.**	Faculty members to learn more about and then incorporate into curricular content diversity of perspectives and ways of knowing (e.g., finding different ways of teaching and evaluating that reflect different ways of engaging with learning.)	External reviewer's Recommendation # 10 - Engage students and instructors in opportunities to increase the intercultural competencies of students, staff, and faculty.	Chair and global education facilitator			Consultation with Office of Indigenous Education.	Periodic school, department, or program meetings to discuss and share ways that instructional strategies and evaluation methods can be modified to acknowledge different ways of learning and knowing.	A noticeable, meaningful, and measurable increase in the adoption of teaching and learning strategies and evaluation methods that reflect a diversity of perspectives.
12	**Celebrate the learning community of faculty, students, and support services.**	A working group of faculty and the program lead to discuss and determine the most effective way of acknowledging the contributions and accomplishments of the learning community.	External reviewer's Recommendation # 12 - Celebrate the learning community of faculty members, students, and support services.	Program lead and Faculty Y and X			Examples from other institutions	Department meeting updates.	Evidence that the contributions and accomplishments of the learning community are being acknowledged as agreed upon by the faculty.