Program Review: One-Year Follow-Up Report
Exemplar for Information Systems

Faculty Name	Applied Technology and Information Systems
Date Submitted	June 10, 2023
Submitted by	Tamara Suzuki, Chair, Department of Information Systems

A. Overview

The Department of Information Systems has made great strides in implementing the actions from the self-study and external review experience. In the past year, the faculty have developed closer relational ties as we work together to fulfill the action plan. Some members of our department meet monthly to address action items and update the rest of the department after each meeting. Each faculty member is accountable to specific action items, and the department has seen not only an increase in effective communication but an increase in collaboration and innovation to address issues like recruitment and retention.

This report outlines areas of progress in our action plan and the areas in which we will continue to focus our energy in the years to come.

B. Impacts on Program Structures

The largest change is the implementation of a work-integrated learning (WIL) component into both the certificate and diploma. While the department is still in the process of implementing these changes, it is evident that cultural change has occurred among faculty and staff regarding the WIL approaches.

After the department hosted two workshops on WIL practices, faculty were eager to explore what WIL could look like in the context of their classroom. The biggest challenges have been deciding what courses should implement WIL, as to not overburden the student experience with WIL. The department has determined that SYS101 and SYS201 will proceed with WIL to begin with, and after one-year trial period, the department will come together to determine if it would be beneficial to implement WIL into more courses in the certificate and diploma.

Another impact on the program structure was the development of program learning outcomes that helped us conduct a curriculum map to see where we have gaps and overlaps in our courses.

C. Impacts on Teaching and Learning Practices

The WIL workshops also impacted teaching and learning practices through faculty engaging with and exploring different curricular and pedagogical approaches. Since the external review and the writing of the final report and action plans, faculty have individually embarked on their own pursuits to evolve and enhance teaching and learning practices. The ability to meet with the external reviewers through the external review process provided the opportunity for faculty to connect with and learn from colleagues across the province.

Faculty member Jane Doe has since completed a teaching and learning enhancement certificate offered through Vancouver Community College, as suggested by the external reviewer. Faculty member John Deer attended a virtual 'Approaches to Teaching Systems Theory Symposium' and created a report he shared with the faculty on diverse approaches to teaching systems theory. The theme of this year's symposium was 'Using Systems Thinking to Evaluate Systems Theory in Education.'

D. Impacts on the Student Experience

While it has not yet been implemented, the inclusion of Work Integrated Learning will be quite impactful on the student experience. Students will have the opportunity to network and connect with Industry professionals and mentors early on in their learning journey at NIC. This aligns with stakeholder expectations, as it was through the data-gathering process that we learned of the desire for WIL from students, parents, and future employers. This aligns with expectations of the credential, as most other Information Systems programs across BC offer WIL options within their programs.

Our department appreciates the External Reviewer, Jim Beam, for his willingness to share the learnings from his experience as department chair while implementing a WIL in his institute.

 Our department chair remains in contact with Jim as the department continues to navigate the implementation process for WIL.

E. Impacts on Approaches to Indigenization

The department has much work to do in its approaches to Indigenization. We have not made a lot of progress on this in the past year but are going to make more concerted efforts in the upcoming year.

The faculty are building some new content pieces in collaboration with peers across the province to address the lack of perspectives and intercultural components in our courses. The faculty is in the process of exploring how the department can assess and evaluate learning outside of traditional practices. This aligns with our final change. The department has reached out to NIC's Working Together Working Group to begin conversations on how to Indigenize both pedagogies and curriculum. While the meeting has yet to take place, the department is eager to delve into this action item and prioritize it over the upcoming year.

F. Completed Action Items

#	Desired Outcome	Completed Actions	Challenges, Successes, and Impacts
	What did you want to achieve?	*What actions have been taken to achieve desired outcome?*	*What challenges have you encountered, what successes has the change brought, and/or what impacts have the changes had on the students' learning experience?*
1	**Establish a program advisory committee for the Department of Information Systems**	Terms of reference have been drawn, a list of potential committee members was established, invitations to join the committee were sent, the committee has been formed, and the first meeting has been scheduled.	Once the committee has met and recommendations have been put forward and implemented, the effect of the committee and its deliberations will be more widely felt. Department members have readily acknowledged that the formation of a program advisory committee and the feedback the committee will be able to provide can only benefit the programs moving forward.
2	**Update program learning outcomes of the Information Systems programs**	The department created a set of eight program learning outcomes that are measurable and observable. For each of the program learning outcome statements instructors suggested two to three student learning demonstrations (culminating projects, papers) that will be gathered as evidence. These program learning outcomes have been published on the department website.	One of the biggest challenges was agreeing on the eight learning outcomes. We all started with very different perspectives as to what was a useful program outcome. Then we decided to consult other institutions' learning outcomes in our field and saw a bit more clearly what we needed to do. We decided to ask some of our students what they thought about the outcomes. Some of the feedback was helpful. Students wanted to know what activities and in what courses they might be doing to demonstrate the outcomes, so we added those details. It wasn't a hard exercise, but it did take several department meetings to dive deeply into this topic and think about student learning. The teaching and learning centre provided a couple of good, facilitated sessions on what were program learning outcomes and how to build them.
3	**Develop a curriculum map of new program learning outcomes to course outcomes**	After we created the program learning outcomes, we were set up to move into a curriculum mapping exercise. We wanted to use our existing course learning outcomes to see how they fared against our new program outcomes. We worked with the teaching and learning centre and received a curriculum map template and inputted our courses and learning outcomes into it. The centre went over how to use the template and then we took a couple of department meeting times to do a few courses together. Then we went off on our own and filled out the curriculum map for our own courses. We came back together a month later to discuss the results with the teaching and learning centre.	This was a very successful experience because we identified some significant gaps in our courses and the student learning journey. Respectfully incorporating Indigenous perspectives into almost all courses was a key program learning outcome but it really wasn't present in many, if any, of our courses. Work integrated learning and more practical applications of theory also was a key program learning outcome but we knew this was going to be a gap in our courses. We have an action plan item still in the works around work integrated learning (WIL). The impact of the curriculum mapping exercise was helpful to see a bigger picture of where we need to work on individual courses by refining and updating course learning outcomes, assessments, and key areas for focus. Once we do these course learning outcome enhancements we want to come back and repeat the curriculum map activity to see how our program fares a second time around.

G. Plans to Complete Remaining Action Items

#	Desired Outcome	Actions	Updates	Person(s)	End Date	Resources	Monitoring	Results
	What do you want to achieve?	*What actions will be or are already in progress to achieve desired outcome?*	*What actions have already begun? What changes or edits have happened? What are your next steps?*	*Who will be responsible for leading?*	*Month/year*	*What resources will be required to complete this action?*	*How will you track the implementation of your action?*	*How will you know that you have achieved your desired outcome?*

1. Commitment to Learners

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.

#	Desired Outcome	Actions	Updates	Person(s)	End Date	Resources	Monitoring	Results
1.1	**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.	This is slated for a department retreat action item for August 2023 and then a small working group to finish off during the term and bring back to the department for finalization.	Program chair	January 2024	No resources other than time are 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.

2. Program Structures

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.

#	Desired Outcome	Actions	Updates	Person(s)	End Date	Resources	Monitoring	Results
2.1	**Review course sequencing and relevancy of courses.**	With input from program advisory committee and third-party reviews, establish review group (associate dean, chair, program lead, and faculty) to consider course mix changes or program direction.	Now that we have the curriculum mapping activity completed, we can now dive into this action item. This is slated to kick off at our annual department retreat and then be worked on with a small group also working on item 1.1.	Associate dean and chair	June 2024	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	Updates	Person(s)	End Date	Resources	Monitoring	Results
2.2	**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.	Department meeting session with teaching and learning centre in early 2024.	Chair and CTLI representative	February 2024	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.

3. Learning Community

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).

#	Desired Outcome	Actions	Updates	Person(s)	End Date	Resources	Monitoring	Results
3.1	**Establish ways to build a more cohesive learning community.**	Gather a working group to gather information and make recommendations that will help connect current students with alumni and employers.	Going to work through WIL action items and follow up on this once we have some employer and community relationships established and explore what we can do after that.	Chair and/or program lead.	May 2024	Access to information from other institutions and community groups.	Frequent updates to update on progress.	Realistic recommendations made by the working group are implemented.
3.2	**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.	One of the faculty members is going to reach out to three of the local high schools to gather a group of related teachers to an informal chat as a starting point. Going to meet at NIC at 4 pm to allow for high school teachers to get here after school day is finished.	Program lead.	Fall 2023	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 engage local high schools in a variety of projects and communicate opportunities for collaboration.

#	Desired Outcome	Actions	Updates	Person(s)	End Date	Resources	Monitoring	Results

4. Practices

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.

#	Desired Outcome	Actions	Updates	Person(s)	End Date	Resources	Monitoring	Results
4.1	**Incorporate more experiential and authentic instructional practices and evaluation methods.**	In conjunction with teaching and learning centre, and after informational sessions, instructors modify their instructional strategies and evaluation methods to include more real-world or authentic experiences, and have students replicate real-world tasks.	Consultations with the teaching and learning centre staff have been set up already to coincide with Fall and Winter department meetings.	Chair	December 2024	Consultation with teaching and learning centre 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.
4.2	**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 Working Together Working Group.	Two faculty members have taken this on as the department leads. They are engaging with the Working Together Working Group to learn more. They are going to integrate more intercultural components into their courses first and report back on the experience.	Program chair and executive director of the Office of Indigenous Education.	December 2024	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.
4.3	**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.	The coordinator of Work Integrated Education (WIE) was contacted, and preliminary meetings have been held to discuss how a work integrated component can be incorporated into the programs.	Chair and program lead.	December 2024	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. Adoption and implementation of a program change if formal co-ops or internships are included as part of programs.

#	Desired Outcome	Actions	Updates	Person(s)	End Date	Resources	Monitoring	Results
4.4	**Engage students and instructors in opportunities to increase the intercultural competencies**	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.)	The same two faculty members undertaking some pilot work related to 4.2 item will also be working on this area too.	Chair and global education coordinator	March 2024	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.	Meaningful and measurable increase in the adoption of teaching and learning strategies and evaluation methods that reflect a diversity of perspectives.

5. Collective Impact

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.

#	Desired Outcome	Actions	Updates	Person(s)	End Date	Resources	Monitoring	Results
5.1	**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.	No action yet but will be undertaken in 2024.	Program lead	December 2024	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.