Action Plan: WMDD

Date Self-Study was submitted to AQA: 12 April 2022

Date of External Review: Friday, 27 May 2022

Institutional Response
Congratulations to the faculty members in the Web and Mobile App Design and Development program for completing their Self-Study and Action Plan. The five main goals for the program represent the opportunities the faculty members have prioritized and are supported by an extensive list of actions that articulate a clear path forward for the next seven years. This program is situated in an industry that is subject to rapid change and the foundational work with curriculum maps and learning outcomes will support the program as it continues to evolve. The Dean and VP Academic are committed to supporting the Web and Mobile App Design and Development program achieving their goals through ongoing guidance and regular progress reviews.

Signed

_____   _____
        Dean   Date

June 5, 2023

Signed

_____   ___June 6, 2023_____
   Provost and Vice-President   Date

Recommendations from the Self-Study and External Review this Action Plan does NOT Address.

Provide a brief rationale for why each Recommendation cannot be addressed. Add or remove rows as necessary.

Recommendation	Self-Study or External Review (include p.#)	Rationale
N/A		

Chapter 1

STRUCTURE, ADMISSION AND ENROLMENT

GOAL 1: Ensure student enrolment is balanced in terms of Gender, Residency, and English literacy.

Planned Actions

What Planned Actions will the department complete to achieve this goal?

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
● Work with the Dean and Division Chair to monitor the budget to get additional resources for the growing department.	Jason Madar, Jesica Ortega	Spring 2023	Ongoing	Ongoing - for year-end 2022/23,
● Investigate how we can improve English proficiency to improve academic performance (international students;) and balance the enrolment in terms of gender and residency.	Jason Madar, Jesica Ortega	Spring 2023	Fall 2026	Ongoing - We have regularly meet with the Global team; the current contact is Teresa Brooks.
● Discontinue Experience streams. (Linked to Chapter 2)	Jason Madar, Jesica Ortega	Fall 2022	Fall 2023	The Discontinued Program Eco3 forms were presented and approved by the Education Council members. The discontinuation of the Work Experience option takes effect in fall 2023.

Support

What Self-Study or External Review Recommendations do the Planned Actions support?

Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify Page #)	External Review (specify Page #)
● We need to closely monitor the challenges of this doubled intake and react fast. . Issues related can change the space, sections, academic, administrative and facilities support. Student-related matters could be changing streams, repeating a course, taking fewer courses than they should*, taking a break for personal issues, modifications to immigration policies and/or special situations (such as the Covid pandemic.) *A student should take five classes per term (15 credits) to progress within the program and avoid curriculum-related issues (prerequisites and corequisites.) Also, an international student needs to take a minimum of nine credits to be considered a full-time student and apply to the After Graduation Work Permit.	Page 14	
● We need to be aware that we will need to find excellent instructors and Instructional Assistants.	Page 14 (also related to Chapter 4)	
● After the double intake, the department needs to conduct a budget review to analyze costs, expenses, and revenue changes after the double intake. It would let us know what additional support is required.	Page 14	
● The department needs additional administrative duty time to ensure we maintain the success factor.	Page 14	

Recommendation	Self-Study (specify Page #)	External Review (specify Page #)
● We should monitor the gender balance in the developer stream, as the seat counts are notoriously unbalanced in AY 2020-21.	Page 14	
● 99% of the students in the WMDD program are international; with the changes in the Global department, we expect to include more domestic students.	Page 14	
● Some WMDD instructors have suggested in meetings to include admission requirements that help balance the experience level when entering the program.	Page 14	
● While there is an opportunity to market to domestic students, there is no pressing need to restructure the program to address the imbalance of domestic and international students.		Page 3
● Consider a writing requirement as part of the admission process to ensure that ESL students are able to communicate in a professional environment.		Page 3
● Experience streams should be discontinued because they aren't providing useful job placement and feel onerous and expensive to students. (Linked to Chapter 1.)		Page 3

NOTE: Add "Planned Actions" and "Recommendations" tables if there are distinct themes within each Goal.

Academic Plan

Which *Academic Plan 2025 Lens or Lenses* does this Goal supports?

Add or remove rows as needed.

Academic Plan 2025 Lens (only include the title of the lens)
Social responsibility/ community relationships
Transformational learning experiences

Resources
What resources will be used to achieve this Goal? *Indicate if existing resources will be used or if additional resources are requested.*

Resources
We will ask for support from the following areas: ● Dean- Faculty of Arts & Division Chair- Creative Arts & Industries ● Langara Global- International & Domestic Students ● Academic Administrative Management- Faculty of Arts Administration

Chapter 2
CURRICULUM

GOAL 2a: Ensure the curriculum meets industry standards.

GOAL 2b: Ensure students receive a high-quality education.

Planned Actions
What Planned Actions will the department complete to achieve these goals?

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Curriculum mapping Program curriculum mapping in conjunction with TCDC and instructors to help align the courses and program learning objectives and identify necessary changes.	Jason Madar, Jesica Ortega, **TBC** Ira Zhang	Summer 2023	Fall 2024	
Learning Objectives & faculty (Program, term and courses LO.) ● Continue supporting the faculty communication to ensure learning objectives are achieved (program, term and course learning objectives.) ● When applicable, edit or change the learning objectives per term.	Jason Madar, Jesica Ortega, WMDD Instructors.	Ongoing	Ongoing	

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
EdCo 4 forms revision ● Analyze how we can align the courses and program learning outcomes with the external reviewers' recommendations. ● Change, update, and redesign the courses as necessary.	Jason Madar, Jesica Ortega, WMDD instructors.	Summer 2023	Ongoing	We need to ensure that the program keeps ups with the changing industry.

Ensure program learning outcomes satisfaction, special focus to:
 	
PLO Designers & Developers
● Written skills
● Apply concepts of entrepreneurship and entrepreneurial thinking to the IT world [critical thinking, innovation, and persuasion].
PLO Designers
● Produce, present, defend and critique according to current industry practices.
PLO Developers
● Take a complex design and implement it in modern web and mobile front-end technologies.
● Implement complex design in modern web and mobile technologies.
● Implement and deploy full-stack web and mobile applications, including server-side and database technologies.
	Jason Madar, Jesica Ortega.
	
	TBC:
	Written skills-Josue Menjivar
	
	Apply concepts of entrepreneurship-Paul Brassard
	
	Produce, present and critique-Project instructors.
	
	Take complex design-Jordan Miller
	
	Implement complex design- Denis Billette
	
	Implement and deploy full-stack- Reza Abbasi
		Summer 2023	Summer 2026	Summer 2023- Spring 2024
				    Gathering information
				
				Summer 2024- Spring 2025
				    Analyzing data
				
				Summer 2025- Spring 2026
				    Implementing changes

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Resources Awareness (students) ● Create resource awareness of college-wide resources available for students.	Jason Madar, Jesica Ortega Josue Menjivar, Tomoko Okochi	Ongoing	Ongoing	We currently count on the following: **Brightspace shell** contains links to resources and support groups for Langara and WMDD students; we need to find another place for this information because Edtech can't support having this shell each term. Right now, we share the information in term 1 in course 4800. **Students website-** we are looking to create a permanent place Website. It is based on SWAP students. **Handbook:** Josué Menjivar created the WMDD students' handbook. He also edits it each term.
Discontinue the experience streams. (Linked to Chapter 1)	Jason Madar, Jesica Ortega	Fall 2022	Fall 2023	The Discontinued Program Eco3 forms were presented and approved by the Education Council members. The discontinuation of the Work Experience option takes effect in fall 2023.

Support

What Self-Study or External Review Recommendations do the Planned Actions support?

Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify Page #)	External Review (specify Page #)
Challenge 99% of the WMDD students are international students, and Instructors think that students need more support to ensure they have the written skills required to enter the workforce. **Recommendations** ● The program will work closely with the English department to design a course that answers the requirements for the WMDD program and ensure that the students have the written skills required to enter the workforce. However, one communication course is insufficient to improve this learning outcome, and correcting the written material is not part of other courses' learning outcomes. ● On the other hand, the WMDD department can benefit from other programs to help students with writing skills, such as the Langara Writing Center and WriteAway. The Langara Writing Center offers tutoring guides & handouts, while WriteAway is British Columbia's collaborative online writing tutoring service. Learners at participating institutions receive feedback and strategies to improve their writing from qualified tutors. ● One of the requirements to get into the program is to write a letter of intentions; we should consider assigning someone from the department to be part of the selection process; however, this activity will require resources we do not have now.	Page 23	

Recommendation	Self-Study (specify Page #)	External Review (specify Page #)
Challenge "Entrepreneurship and Apply concepts of entrepreneurial thinking to the IT world" has the lowest positive rating in all learning outcomes. We need to evaluate and define what is the source of this rating. **Recommendations** ● We have already approached the Industry and Business Strategies instructor, and he will work on the recommendations to improve this rating as part of his Non-teaching Duties.	Page 23-24	
Challenge The learning objective "Present, defend and critique according to current industries practices" does not have as high ratings as other learning objectives. **Recommendations** ● Several classes include students' presentations: Project 1, Project 2, and Capstone Project. The department will discuss with instructors how to instruct students to feel confident presenting, defending, or critiquing according to current industry practices. We should also incorporate this LO in one of the term-one courses.	Page 24	

Recommendation	Self-Study (specify Page #)	External Review (specify Page #)
Challenge The department can improve the level of satisfaction rates of the following developers' learning objectives: ● Take a complex design and implement it in modern web and mobile front-end technologies. ● Implement complex design in modern web and mobile technologies. ● Implement and deploy full-stack web and mobile applications, including server-side and ● Database technologies. ● Implement native applications on modern mobile platforms. **Recommendations** ● The curriculum mapping we are programming in conjunction with TCDC and instructors will help align the course and program learning objectives. If necessary, we will make the appropriate changes to the EdCo forms.	Page 24	
● Experience streams should be discontinued because they aren't providing useful job placement and feel onerous and expensive to students.		Page 3
● Avoid repeating assignments. Continue to coordinate among faculty.		Page 3
● Designer Stream - Regarding student concerns about too many developer-oriented courses, consider combining streams in the first year and separating in the second year for the non-project courses.		Page 3
● Designer Stream - Consider adding more design-focused courses instead of coding that is not directly related to design, such as layout and colour theory courses. For example, CSS and HTML should be taught to designers, but PHP and Javascript are unnecessary.		Page 3

| Recommendation | Self-Study

(specify Page #) | External Review
(specify Page #) |
|---|---|---|
| ● Designer Stream - The 3D Design and Prototyping class may have too much emphasis on product design and could incorporate more industry-specific design, such as motion graphics or animation | | Page 3 |
| ● Include a portfolio course. | | Page 3 |
| ● Developers- React is important and valuable; perhaps it could be introduced before the 3rd term. | | Page 3 |
| ● Include more usability testing earlier in the program for prototypes. | | Page 3 |
| ● Developers should have a Github link to show work. | | Page 3 |
| ● Create a standard for clear deliverables and assessments consistent with all three projects. Students felt that some projects were too confusing and vague. Perhaps a template for all instructors would be effective. | | Page 4 |

NOTE: Add "Planned Actions" and "Recommendations" tables if there are distinct themes within each Goal.

Academic Plan

Which *Academic Plan 2025 Lens or Lenses* does this Goal supports?

Add or remove rows as needed.

Academic Plan 2025 Lens (only include the title of the lens)
Transformational learning experiences
Curiosity, creativity, and innovation: create the future together

Resources

What resources will be used to achieve this Goal?

Indicate if existing resources will be used or if additional resources are requested.

Resources
We will ask for support from the following areas: ● Teaching and Curriculum Development Centre ● WMDD Instructors ● PAC ● Dean- Faculty of Arts & Division Chair- Creative Arts & Industries ● Langara Global- International & Domestic Students ● Co-op & Career Development Centre

Chapter 3

DELIVERY, ASSESSMENT AND STUDENT SUCCESS

GOAL 3: Create a standard for clear deliverables and assessments consistent with all courses.

Planned Actions

What Planned Actions will the department complete to achieve this goal?

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
● Create a standard for clear deliverables and assessments consistent with all three-project courses.	Tyler Higgs, Tomoko Okochi, Richard Wong. (TBC)	Summer 2023	Ongoing	
● Investigate and Incorporate critique time as part of the program-courses (peers and professional feedback.) (Linked to Chapter 5)	Tyler Higgs, Tomoko Okochi, Richard Wong.	Summer 2023	Ongoing	Linked to Chapter 5- New Hire (see last action, chapter 5)
● Incorporate a challenging grading system that evaluates the learning outcomes achievement.	Reza Etemadi, Richard Wong, Jordan Miller.	Summer 2022	Fall 2023	They started taking courses about grade distribution offered by TCDC, and we are in contact with Carmen Larsen.

Support
What Self-Study or External Review Recommendations do the Planned Actions support?

Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify Page #)	External Review (specify Page #)
● Based on the numbers, the department needs to work on its practices around grading and standardizing what the following means to the department: Distinguished, above average, and satisfactory achievements and marginal performance and unsatisfactory achievements	Page 35	
● We need a more challenging grading system to award real development and improvement and challenge the WMDD students. Finally, we need to communicate to students that personal development is the goal more than the grades that they receive.	Page 35	
● We should re-evaluate and monitor if we need to improve the program's organizaion. It is essential to mention that data come from students that left Langara. The ones that have experienced the new curriculum have not responded to any of the mentioned surveys.	Page 35	
● The combination of peer evaluations and professional feedback from instructors was useful for the students interviewed. Continue to use this technique and keep it consistent across courses.	Page 4	

Recommendation	Self-Study (specify Page #)	External Review (specify Page #)
● While the flexibility of courses online was easy to schedule, students found studying in person was more valuable and effective. Students who study part-time remotely felt that they paid the same price without the same quality. The recommendation is to use online courses sparingly and, when used, be sure to give dedicated and equivalent attention and resources to remote learners.	Page 4	
● For developers: Code review in front of the class helped build logic and prepare them for the industry. Continue this method of assessment.	Page 4	
● Update systems to be more performant to students' needs.	Page 4	

NOTE: Add "Planned Actions" and "Recommendations" tables if there are distinct themes within each Goal.

Academic Plan

Which *Academic Plan 2025 Lens or Lenses* does this Goal supports?
Add or remove rows as needed.

Academic Plan 2025 Lens (only include the title of the lens)
Transformational learning experiences
Holistic student engagement and support

Resources

What resources will be used to achieve this Goal? *Indicate if existing resources will be used or if additional resources are requested.*

Resources
Teaching and Curriculum Development Centre WMDD Instructors

Chapter 4

FACULTY, FACULTY DEVELOPMENT & RESOURCES

GOAL 4a: Provide students with appropriate technical resources.

GOAL 4b: Encourage instructors' continuous learning & development.

Planned Actions

What Planned Actions will the department complete to achieve these goals?

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
• Lab improvement for courses: ○ Computers, projectors, whiteboards, plugs, power bars, lab's layout, facilitate apps and add-ons' installation and other points mentioned in the self-assessment and external reviewers recommendations.	Jason Madar, Jesica Ortega **TBC** Peter Vysek Tito Ferradans	Ongoing	Ongoing	We have been adding new equipment as well as making adjustments to lab configuration. We ordered additional Wacom tablets for designers.
• Create an Equipment and library of tools management—loans, maintenance, upgrades and acquisition— (Linked to Chapter 2.)	Jason Madar WMDD Instructional Assistants	Ongoing	Ongoing	So far, the process has been ad-hoc. Our goal is to have a dedicated resource (i.e. IA) to manage the equipment.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
● Create a system between the department's needs and what IT understands- Explore how we can agile the current process, either with existing support or assign a Risk Management/IT liaison to adopt new and updated software on school machines efficiently.	Jason Madar, Jesica Ortega **TBC** Kevin McMillan	Ongoing	Ongoing	We have established excellent working relationships with Alex (manager) and Michael (Mac specific) from IT.
● Continue to build the department's library of tools available to the students for testing, such as MacBooks, tablets, wearables, phones and Operator Systems.	Jason Madar WMDD Instructional Assistants	Ongoing	Ongoing	So far, the process has been ad-hoc. Our goal is to have a dedicated resource (i.e. IA) to manage the equipment.
● Establish an effective hiring screening to ensure the program finds excellent faculty for the program. (Linked to Chapter 2)	Jason Madar	Summer 2023	Ongoing	
Instructors' Handbook ● Create a handbook with Langara's and external resources for keeping relevant knowledge and skills in the digital realm. (Linked to Chapter 2)	**WMDD instructors.** **TBC** Josue Menjivar Tomoko Okochi	Fall 2023	Ongoing	

Support
What Self-Study or External Review Recommendations do the Planned Actions support?
Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.
NOTE: Add "Planned Actions" and "Recommendations" tables if there are distinct themes within each Goal.

Faculty- HR

Recommendation	Self-Study (specify Page #)	External Review (specify Page #)
● We need to be aware that we will need to find excellent instructors and Instructional Assistants.	Page 14	
● We have 20 laptops and 10 mobiles in one of the instructor's offices. As we get more equipment and other teaching support devices, we will need a dedicated person responsible for keeping, lending, and tracking the devices. If we buy more devices, we suggest having a deposit fee.	Page 44	
● Assign a Risk Management/IT liaison for fast-tracking new and updated software on school machines. There is a disconnect between the department's needs and what IT understands. A dedicated person in IT with the power to make decisions and a view into the department may help.		Page 4

Equipment

Recommendation	Self-Study (specify Page #)	External Review (specify Page #)
● Calibration of projector in Mac lab; timely availability of new software.	Page 44	
● MacLab (Citrix, too) needs more power bars so students can use their laptops when needed.	Page 44	
● More accessibility to specific hardware - MacBooks, tablets, and wearables for projects/testing.	Page 44	
● Continue to build the department's library of tools available to the students for testing, such as tablets, phones and operating systems.		Page 4
● In any given lab, be sure that there are enough machines of either Windows or Mac so that instruction is consistent (students don't have to jump between operating systems.)		Page 4
● For students who don't have access to current tech, include discounted/affordable laptops to borrow or purchase from the school.		Page 4

Labs

Recommendation	Self-Study (specify Page #)	External Review (specify Page #)
● Mac Lab needs updating, and ergonomic changes to make it more useful for teaching, and additional screens/projectors so students do not have to look away from their computers (MacLab.)	Page 44	
● PC Lab needs a tech upgrade desperately - monitors are fixed, small and not ergonomically sound - the PCs (Citrix boxes) are locked down and not flexible enough to install apps, add-ons, or plugins.	Page 44	
● MacLab (Citrix, too) needs more power bars so students can use their laptops when needed.	Page 44	
● We need to have projectors and whiteboards simultaneously for teaching.	Page 44	
● We need a layout that will help students work in teams.	Page 44	
● Need to re-arrange desks to be more conducive for teaching.	Page 44	
● Reorganize the layout of labs so that students can see the projector above their screens.		Page 4

Other

Recommendation	Self-Study (specify Page #)	External Review (specify Page #)
● Continue to encourage students to use school resources for writing – identify the difference between technical, communications and professional writing and offer support targeting all three.		Page 4
● Consider requiring/adding courses for technical, communications and professional writing.		Page 4

Academic Plan

Which *Academic Plan 2025 Lens or Lenses* does this Goal supports?

Add or remove rows as needed.

Academic Plan 2025 Lens (only include the title of the lens)
Transformational learning experiences
Curiosity, creativity, and innovation: create the future together

Resources

What resources will be used to achieve this Goal? *Indicate if existing resources will be used or if additional resources are requested.*

Resources
IT Facilities Department WMDD Instructors Instructional assistants PAC External Connections

Chapter 5

EXTERNAL CONNECTIONS

GOAL 5: Improve the department's profile among industry, community and alumni.

Planned Actions
What Planned Actions will the department complete to achieve this goal?

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
● Create relationships with the industry.	TBD, potentially Paul B, Tyler Higgs	Ongoing	Ongoing	New Hire (see last action, chapter 5)
● Establish a liaison with industry contacts within the instructors.	TBD, potentially Paul B, Tyler Higgs	Ongoing	Ongoing	New Hire (see last action, chapter 5)
● Build, review and maintain the WMDD PAC membership.	TBD, potentially Paul B, Tyler Higgs	Summer 2023	Ongoing	New Hire (see last action, chapter 5)
● Build and maintain an alumni-industry-community-association relation system.	TBD, potentially Paul B, Tyler Higgs	Summer 2023	Ongoing	New Hire (see last action, chapter 5)
● Incorporate LinkedIn and Github requirements in the curriculum.	Jason Madar	Ongoing	Ongoing	Many of these are already informally part of the curriculum. We will update these requirements as courses are updated.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
● Hire a public relations manager/ public affairs manager/industry relations manager. (Linked to Chapter 2 and Chapter 3.)	Jason Madar Jesica Ortega	TBD	TBD	Some of the activities for this position will be: ○ Establish strong relationships between industry, WMDD students and faculty. ○ Coordinate communication and collaboration between industry and program. (Including the PAC) ○ Promote current and future WMDD events. ○ Invite guest speakers to complement the WMDD curriculum. ○ Explore student professional-related opportunities. ○ Offer affiliate connections to talented WMDD students. ○ Leader actions 1-4, Chapter 5

Support
What Self-Study or External Review Recommendations do the Planned Actions support?
Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify Page #)	External Review (specify Page #)
● PAC recommendations follow-up.	Page 53	
● Maintain an alumni relations system.	Page 53	
● Maintain an industry-relation system.	Page 53	
● Maintain community relations.	Page 53	
● Maintain relations with associations and other universities and colleges.	Page 53	
● The instructors could help in these areas during their non-teaching term.	Page 54	
● Hire a public relations manager/ public affairs manager/industry relations manager.	Page 54	
● Create relationships with recruitment firms.		Page 5
● Establish a liaison with industry contacts within the staff.		Page 5
● Incorporate LinkedIn and Github requirements in the curriculum.		Page 5

NOTE: Add "Planned Actions" and "Recommendations" tables if there are distinct themes within each Goal.

Academic Plan

Which *Academic Plan 2025 Lens or Lenses* does this Goal supports?

Add or remove rows as needed.

Academic Plan 2025 Lens (only include the title of the lens)
Social responsibility/ community relationships
Holistic student engagement and support
Transformational learning experiences
Curiosity, creativity, and innovation: create the future together

Resources

What resources will be used to achieve this Goal?

Indicate if existing resources will be used or if additional resources are requested.

Resources
New position WMDD Instructors PAC External Connections