



## UPER Project – Final Report

Report Completion Date: 2022/07/26

### 1. PROJECT OVERVIEW

#### 1.1 General Information

<b>Faculty/Department:</b>	Arts / School of Information		
<b>Degree Program:</b>	Bachelor of Media Studies (BMS)		
<b>Project Title:</b>	Curriculum Renewal, Integration, and Evaluation for the Bachelor of Media Studies (BMS)		
<b>Principal Investigator/ Department Head:</b>	Richard Arias-Hernandez (Co-PI) & Christine D’Onofrio (Co-PI) / Stefania Burk (Head)		
<b>Other Applicants:</b>			
<b>Report Submitted By:</b>	Richard Arias-Hernandez		
<b>Project Initiation Date:</b>	2019/04/01	<b>Project Completion Date:</b>	2022/03/31

### 2. GOALS, UNANTICIPATED OUTCOMES and NEXT STEPS

**2.1 Goals** – *With reference to the goals you originally identified in your project proposal, please list the goals of this project that were met, partially met, not met or removed. If not met or removed, please briefly mention the reason(s) for this. Please feel free to use a format other than the table provided.*

	Goal	Met	Partially met	Not met or removed	Reason (if “not met or removed”)
1	Revise/update PLOs and identify improvements on student experiences (SE) during their program with active participation of stakeholders	Yes			
2	Support student’s achievement of revised PLOs through the careful design of a coherent and integrated program structure for the BMS that supports their learning and initiatives	Yes			



3	Design a program evaluation framework that provides relevant data for quality enhancement of the BMS according to internal and external standards	Yes			
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**2.2 Unanticipated Outcomes** – *If there were outcomes from the project that were not listed in the proposal, please list them here.*

Indigeneity, Equity, Diversity, and Inclusion Audit of the BMS: An Appreciative Inquiry Approach

Interdisciplinary Curriculum Evaluation and (Re)Development Methodology and Instruments

**2.3 Next Steps** – *The goal of UPER was to support units in planning to reframe “undergraduate academic program design in terms of learning outcomes and competencies”. Please indicate how you will implement the plans you developed along with any goals to share or extend the work done in your UPER project.*

The BMS UPER project centred its undergraduate academic program evaluation and redesign in terms of learning outcomes and competencies. Program Learning Outcomes were evaluated and adjusted following best practices for its crafting, evidence collected from a competencies mapping that included and in-depth analysis of all mandatory Course Learning Outcomes, and active participation from the program stakeholders. Since student’s learning outcomes and competencies were at the pivotal centre of this project from beginning to end, the project achieved the main goal of UPER.

The renewed Bachelor of Media Studies that resulted from this project includes a revised program spine that innovates with co-taught interdisciplinary courses, creation of specialization paths, flexibilization for growth of the program in terms of number of students and number of focus areas, and better integration of media theory and practice. This renewed program was approved by the UBC Senate in February 2022 and by the BC Ministry of Advanced Education in March 2022. Implementation of the renewed program will start in September 2023. The phase of implementation has already started with the creation of the new courses, and approved budget by the Faculty of Arts for the renewed curriculum, the planning for a communication process to market the new program for admissions in 2022-23, and the coordination with BMS Heads of Units on an agreed plan to transition from the old program to the renewed program between 2023-24 and 2026-27.

**2.4 Future Support** – *How might the CTLT or other support units help you achieve your next steps? If you are unsure, please consult with the CTLT staff member who worked with you on this project.*

At this point of the project, the support relies on participating units in the BMS to effectively implement the transition plan, offer the new courses as expected, and preferably hiring dedicated faculty to the renewed program.



**3. IMPACT**

**3.1 Predicting and Confirming the Impact of the Project** – *Considering the achievements to date and your expected next steps, please describe:*

- *Who will your UPER project impact? (e.g. students, instructors, TAs or community members) If possible, quantify the size and scope of the impact (e.g. number of students who will be impacted).*
- *How will they be impacted? (e.g. improved graduate outcomes, increased employability, etc.)*
- *What plans do you have for confirming, measuring or evaluating impact?*

Predicted Impacts		
Who (include size/scope)	How	Plan for confirming, measuring or evaluating
BMS Students (increased size from 160 to 240 students)	Integrated curriculum with better defined PLOs and specialization areas	Measuring of achievement of revised PLOs as designed in the Program Evaluation Plan and Table of Measures (key assignments from key courses including Capstone)
UBC Students (150)	A new BMS service course offered to non-BMS majors: MDIA 100 (3) Media Objects	Number of non-BMS majors enrolled in MDIA 100 and measure of achievement of their learning outcomes in this course
BMS Faculty	Integrated faculty body in a Program Steering Committee and in the co-teaching of the new MDIA courses	<p>Surveys and interviews with faculty co-teaching in the interdisciplinary MDIA courses on the effectiveness of interdisciplinarity for media studies</p> <p>Student Evaluations of Learning in co-taught interdisciplinary MDIA courses</p> <p>Number of interdisciplinary academic activities and products resulting from collaboration of BMS faculty from participating units (e.g., media productions/creations, research outputs, educational leadership projects, supervision of graduate students and Ph.D. dissertations, etc.)</p>
TAs (increased sized from 5 to 19 in the annual budget)	Increased number of TAs supported by the operational budget of the renewed BMS due to	Number of hired TAs annually by the BMS



	increased size of students in core courses	
Community Members	Two new key “spine” courses in the BMS MDIA 350 and the capstone course MDIA 350 are CEL (Community Engaged Learning) courses	Annual involvement of 15-20 community partners for MDIA 350, and 15-20 community partners for MDIA 450  Evaluation surveys of community partner on the benefits of their participation in these two courses and the quality of the partnership for this learning experience

**3.2 Dissemination** – Please provide a list of any past or upcoming activities (e.g., presentations, publications, etc.) through which you or anyone from your team have shared or expect to share information regarding this project.

May 9<sup>th</sup>, 2022. TLEF and ALT-2040 Virtual Showcase at UBC. Poster created by Christine D’Onofrio and presented by Richard Arias-Hernandez.

October 5th, 2021. Considerations and tools for an Indigeneity, Equity, Diversity, and Inclusion (IEDI) audit of an undergraduate curriculum. UBC CTLT workshop. Co-Designed and co-delivered by UPER BMS Co-PI Richard Arias-Hernandez, UPER BMS GRA and Ph.D. student Vanessa Figueiredo, and CTLT Curriculum Consultant Nasheen Shafiq.

Two papers are now in the process of writing:

1. Christine D’Onofrio and PJ Rayner are co-authors on a paper on “Paired Interviews” as a research strategy for curriculum evaluation and development for interdisciplinary programs.
2. Richard Arias-Hernandez and Vanessa Figueiredo are co-authors on a paper on “Indigeneity, Equity, Diversity, and Inclusion Audit” for higher-education programs.

**4. REFLECTION:**

*What do you know now that you wish you knew before embarking upon your UPER project? What recommendations would you have for any future programs starting their own program renewal? The information you share will help us design better support resources and guidelines for future applicants.*

First, I wished I had known more about methodologies and strategies for multi-stakeholder curriculum evaluation and development, overall, and for interdisciplinary program, specifically. That was quite a learning curve. Other than that, I think it went great. We got great support from Carrie Hunter from CTLT over the years and we had so much support and willingness to move this project forward from all fronts: Dean’s Office, BMS students, BMS faculty, and our incredible BMS staff. Thank you so much to CTLT and to our partners in crime during the last 4 years! It is very satisfactory to see a project come to a successful finish. Now we focus on what’s next: implementation ☺