

**CARLETON UNIVERSITY COMMITTEE ON  
QUALITY ASSURANCE**  
**Cyclical Review of the undergraduate program in Interactive Multimedia and Design**  
**Executive Summary and Final Assessment Report**

This Executive Summary and Final Assessment Report of the cyclical review of Carleton's undergraduate program in Interactive Multimedia and Design is provided pursuant to the provincial Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP).

**EXECUTIVE SUMMARY**

The Bachelor of Information Technology: Interactive Multimedia and Design program resides in the School of Information Technology, a collaboration between the Faculty of Engineering at Carleton University and Algonquin College.

As a consequence of the review, the programs were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of good quality. (Carleton's IQAP 7.2.12).

The External Reviewers' report offered a very positive assessment of the programs. Within the context of this positive assessment, the report nonetheless made a number of recommendations for the continuing enhancement of this program. These recommendations were productively addressed by the Director of the School of Information Technology and the Dean of the Faculty of Engineering in a response to the External Reviewers' report and Implementation Plan that was submitted to the Senate Academic Quality Assurance and Planning Committee (SQAPC) on November 12, 2020.

BIT: IMD

Implementation Plan

Date: March 1, 2019

Revised: October 27, 2020

Approved by Dean: November 2, 2020

**Action Plan: BIT IMD**

External Reviewer Recommendation	Action Item	Owner	Timeline	Will the action described require calendar changes? ( Y or N)
<p>1. <i>Contradiction in vision/lack of clarity in the type of graduate the program produces.</i>  <i>The PRT recommends an internal exercise amongst faculty members from both Carleton University and Algonquin College to find a way to harmonize their vision for the program and attempt to clearly map the program outcomes with the skill sets of the graduating students.</i></p>	<p><i>Student representatives will be elected to represent a specific program/year to communicate issues to the program coordinators, and the chairs of each school directly and as needed; a meeting two-times per term will also be facilitated to review minor issues.</i></p>	<p><i>D-CSIT/C-MD + IMDCOORD (AC/CU)</i></p>	<p><i>Winter 2019, On Going</i></p>	<p><i>N</i></p>
	<p><i>An initial meeting (each program/year) with students will take place to acquire student feedback</i></p>	<p><i>D-CSIT/C-MD + IMDCOORD (AC/CU)</i></p>	<p><i>Winter 2019</i></p>	<p><i>N</i></p>



<p><i>representation. Such an exercise would help establish clarity on the type of courses, objectives, for those courses within the program and how they complement each other over the course of the program. This could also identify potential opportunities for allowing the students to stream and specialize in the final two semesters of the program.</i></p>				
<p><b>4. Need for Educational Resources.</b>  <i>The PRT recommends that Carleton revisit its resource allocation and expand its budget to meet the shifting needs of the program and its faculty and students. Further, there may be innovative solutions and resource sharing options that may ease the financial burden of both institutions.</i></p>	<p><i>A yearly meeting will take place to make sure that equipment is purchased in line with each other's expectations to avoid replication.</i></p> <p><i>Equipment will be shifted to meet the needs of specific courses so that later year courses remain more up-to-date longer.</i></p>	<p>D-CSIT / C-MD</p> <p>D-CSIT</p>	<p>N/A</p> <p>N/A</p>	<p>N</p> <p>A</p>
<p><b>5. Administrative Support.</b>  <i>A number of technical, communication, advising and outreach challenges can be addressed through additional administrative support alongside the School and IMD Program Director at Carleton. An addition of an IT support person will address some existing weaknesses in managing the infrastructure and technical challenges the program is experiencing. It is also advised that student staff be made available to assist the program director with program orientation, student advising and inter</i></p>	<p><i>Advertising of new Network Coordinator Position</i></p>	<p>D-CSIT</p>	<p>March 2019</p>	<p>N</p>

<p><i>faculty communication between Carleton and Algonquin.</i></p>				
<p><b>6. Leveraging Resources and Strengths of Both Institutions.</b>  <i>Given the current lack of resources, software, computers and hardware, as well as support staff at Carleton, it would be a worthwhile consideration to revisit the resource distribution with Algonquin and identify how classes and resources could be redistributed in a manner that provides students with better infrastructure and support towards the completion of the program.</i></p>	<p>No Action Item</p>	<p>N/A</p>	<p>N/A</p>	<p>N</p>
<p><b>7. Student Experience, Community, Culture.</b>  <i>The program seemed to lack the student culture that would allow students to feel connected with each other and would build a common sense of pride that would further enhance their student experience with the program and the institution. It is recommended that more attention be paid to the utilization of the BIT student spaces, the creation of student events and interdisciplinary exchange and collaborations ( both with those outside the IMD program, and those outside the School of Information Technology)</i></p>	<p><i>To improve BITSoc involvement in school activities (and improve awareness of the programs) a representative from BITSoc will be allocated an hourly-rate for attendance in meetings, JAC, and monthly meetings.</i></p> <p><i>The School will explore connections with other design groups, such as Industrial Design and Architecture to see if there is possible interest.</i></p>	<p>D-CSIT</p> <p>D-CSIT</p>	<p><i>Winter 2019, On Going</i></p> <p><i>Winter 2019, On Going</i></p>	<p>N</p> <p>N</p>

<p><i>8. Portfolio Development. Ending the final semester with a focus on portfolio development will help provide students a guided approach to defining their strengths and develop skills that are in line with their interest and employment expectations. It is also a place that faculty can demonstrate the importance of all the knowledge the students have gained over the four years and help align their vision with that of the program.</i></p>	<p><i>The School will explore the development of a portfolio review session at the end of each term, potentially as a pass/fail requirement as a 0.0 credit course.</i></p>	<p><i>D-CSIT + IMDCOORD</i></p>	<p><i>March – September 2019; On Going</i></p>	<p><i>Y, Potentially</i></p>
<p><i>9. Supervision and Industry Mentors. Building relationships with industry members and bringing them into the classroom, especially as mentors in the studio courses, will help students have faith in the opportunities that lie before them and the skills they have learnt to get there. It will also help them develop greater context around their skills and understand how all the programming comes together to develop them as a professional candidate with a unique and diverse skill set.</i></p>	<p><i>The School will look at the potential for bringing industrial representatives into classes as part of the wider instructor initiative.</i></p>	<p><i>D-CSIT + IMDCOORD</i></p>	<p><i>August 2019, On Going</i></p>	<p><i>N</i></p>
<p><i>10. Tapping into the startup community. Given Ottawa’s focus on innovation and entrepreneurship and the growth within the startup community, it would be a missed opportunity not to build relationships with organizations that are doing cutting edge work but are always on the lookout for resources and talent that have a diverse and broad knowledge base. The BIT graduate could potentially be a perfect fit for the startup community.</i></p>	<p><i>Examine potential collaborations with Carleton’s TIM Program to connect entrepreneurs and talented IMD graduates.</i></p> <p><i>Include members of the PAC industrial committee that are early start-up members to connect with students.</i></p>	<p><i>DCSIT + IMDCOORD</i></p>	<p><i>Spring/Fall 2019; On Going</i></p>	<p><i>N</i></p>

	<i>Resources required: time</i>			
<p>11. <i>Balance the focus between creative and technical skills. While the program has developed a technical focus, many of the students seem to strive for a more creative focus and their interests seem to align with growing opportunities within the creative media industries. The PRT believes there may be an opportunity to revisit the distribution of curriculum between creative and technical courses and find a more harmonious balance between the two. This is especially applicable given the strengths that Algonquin College possesses in the creative and creative technologies realm, but may require additional expertise with the Carleton faculty.</i></p>	<p><i>Elective courses will be introduced to allow students to be more design focused, or more technical focused in the final years.</i></p> <p><i>Resources: additional instructors</i></p>	D-CSIT + IMDCOORD	March – September 2019	Y
<p>12. <i>Deeper interaction between faculty and Algonquin PAC. The representation on the PAC was strong and filled with industry members that bring many years of experience and have their finger on the pulse of the industry. Having faculty/administrative representation from both Carleton and Algonquin present during PAC meetings may assist in continuing to tweak the program and develop/change content and delivery in a way that caters to the current needs of the industry. In this way, further development and broadening of the PAC’s membership is important to</i></p>	<p><i>Algonquin will invite the D-CSIT and IMDCOORD to the PAC meetings</i></p> <p><i>PAC meetings are expected to occur every Fall and Winter term on a more regular basis going forward</i></p>	D-CSIT + IMDCOORD + C-MD	Winter 2019, Onwards	N

<i>represent the diverse industries that are relevant to graduate IMD students.</i>				
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