

# Program Review: One-Year Follow-Up Report

## Human Services

Faculty Name	Samantha Banton-Smith
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Submitted by	Samantha Banton Smith, Department Chair

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### A. Overview

Over the past year, the Human Services Department has made significant strides toward implementing the key recommendations from our program review. Central to this work has been the formation of a dedicated Working Group (WG) made up of regular faculty, who met bi-monthly to advance departmental goals. Major changes include the development of a clear program vision and theoretical foundation, work on course delivery models, enhancement of transferability, and the creation of program learning outcomes that integrate clear skill and theoretical development.

The overall impact of this process has been transformational. Not only has the department made huge strides on the action plan, but we have also seen improved cohesion as a team, as we are eagerly work towards alignment of curriculum and vision, building stronger community partnerships, and creating clearer path forward for program growth. Although challenges emerged—such as balancing workload, coordinating across campuses, and ensuring meaningful Indigenization—these were overcome through regular communication, collaboration with Indigenous Education, and strategic planning through Widening Our Doorways (WOD) funding.

Staff enthusiastically supported this process, making themselves available for the deliberate work of aligning departmental values with the changes we were implementing. One of the biggest advances in the development of this work came through the appointment of a 30% Program Development Mentor position to lead curriculum mapping and Program Learning Outcome (PLO) development. The outcomes are already being put into action through enhanced delivery models, increased accessibility, and stronger student and community engagement.

### B. Impacts on Program Structures

#### What was identified through the self-study:

- Lack of clear program vision and theoretical underpinnings.
- Redundant or inconsistent course learning outcomes.
- Gaps in course transferability and delivery.
- Need for coordinated leadership roles (e.g., Program and Practicum Coordinators).

#### Impacts since recommendations were implemented:

- **Program Vision & Framework:** The mission, vision, and values statement were developed collaboratively by the WG and shared with sessional instructors and the Program Advisory Committee (PAC). Core theoretical underpinnings were articulated and are currently being integrated into curriculum planning.
- **Program Learning Outcomes:** Program Learning Outcomes were developed for our four credentials in alignment with our Mission, Vision and Values. Work is ongoing and led by the Program Development

Mentor. Course Learning Outcomes are in the process of aligning with Program Learning Outcomes. Consultations with regular faculty and sessional instructors and use of curriculum mapping tools have begun closing gaps and reducing redundancies.

- **Course Delivery:** A structured plan to increase accessibility through digital, hybrid, and blended course offerings has been implemented. Select SSW courses are now fully online, supporting students in remote communities to continue onto the HSW diploma from the EA/CSW certificate.
  - **Transferability:** Reviewed BCCAT data and developed a master document outlining course transferability. Submissions to the Curriculum Committee are in progress to enhance articulation.
  - **Admin Support:** The WOD-funded Program Development Mentor has been instrumental. Regular engagement with Advising and Marketing ensures communication is streamlined.
  - **Coordinator Roles:** A review of team operations is underway to clarify responsibilities and explore coordination roles more deeply.
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## C. Impacts on Teaching and Learning Practices

Impacts include:

- **Professional Development (PD) Engagement:** 100% of department members included Indigenous learning in their PD plans. Department-wide PD goals were created and shared.
- **Course Alignment & Mapping:** Significant strides have been made in mapping program and course learning outcomes. The department is actively working with CTLI and Indigenous Education for guidance.
- **Universal Design for Learning (UDL) Integration:** Initial planning has begun for assessing current assessment practices and embedding UDL principles. This includes reviewing workload, alignment, and accessibility.
- **Course Surveys:** Still under review. Discussions about surveys and departmental self-evaluation are ongoing as part of a long-term plan to better assess and reflect on teaching practices.

## D. Impacts on Student Experience

- **New Course Offerings & Delivery:** EA/CSW Certificate with Indigenous Focus and other highly transferable courses have been made available in digital and blended formats, increasing flexibility and accessibility to remote communities.
- **Transferability Work:** Led by the Program Development Mentor in collaboration with Advising, new pathways and course combinations have been made more transparent and accessible.
- **Office of Global Engagement (OGE) Alignment:** Program structures and delivery are now better aligned with OGE student needs.
- **Practice Placement Feedback:** Improved relationships with community partners, better recognition practices, and added practicum sites have enhanced the student experience. Ongoing engagement through volunteerism and event attendance has further embedded students in the local human service landscape. We are also proud to have a number of HS Alumni serving on our PAC, to continue communication and feedback on practicum placements and opportunities.

## E. Impacts on Approaches to Indigenization

- **Progress Since Last Review:** New Program Learning Outcomes include Indigenous ways of knowing. Ladder to Kindness training was expanded to the broader Health and Human Services faculty.

- **Successful Strategies:** Active consultation with Indigenous Education and leaders like Kelly Shopland, Executive Director, Indigenous Education. Department-wide inclusion of Indigenous learning in PD.
- **Challenges & Responses:** Acknowledgment that action steps must be responsive to Indigenous consultation. Focus remains on building relationships and honoring processes.
- **Addressing Learner Needs:** Vision, curriculum, and course outcomes are being adapted with consideration of Indigenous learners and community feedback.
- **Impacts on Learners:** Students are engaging with Indigenous concepts through course content, PD opportunities, and community events.
- **Faculty Support:** Supported through WOD funding, collaborative PD, and leadership from Indigenous Education.
- **Student Response:** Positive feedback to Ladder to Kindness , a training through an Indigenous Lens that supports development in Truth and Reconciliation that was well attended by both students and faculty. We have also received positive feedback from students on the embedded Indigenous content that allows learners to explore cultural ways of being that supports personal and professional growth.
- **Next Steps:** Ongoing consultation with Elders and community, continued PD, evaluation of course impacts, and alignment with TRC Calls to Action.

F. Completed Action Items

#	Desired Outcome	Completed Actions	Challenges, Successes, and Impacts
	<i>What did you want to achieve?</i>	<i>What actions have been taken to achieve the desired outcome?</i>	<i>What challenges have you encountered, what successes have the change brought, and/or what impacts have the changes had on the student's learning experience?</i>
1	Establish a working group for program renewal	Working group created, meets bi-monthly	Strong collaboration, increased alignment and efficiency. The challenge has been to find times that work with all of the faculty's schedules. Faculty have shown great dedication and adaptability in this area so that the WG could continue to progress.
2	Develop Program Learning Outcomes	Curriculum map in progress, Mentor leading revisions	This Increased clarity and is establishing better alignment across courses and programs.
3	Improve course delivery & accessibility	Blended and digital formats expanded	More remote students can now access diploma
4	Enhance transferability	Master transfer document created; course submissions underway	Collaboration with Advising has improved student pathways and these changes have now made it into the Academic Calendar and are being shared with communities.
5	Advance Indigenization	Vision/PLOs revised, consultations with Indigenous Education and community ongoing, Ladder to Kindness offered	Positive student/faculty engagement, embedded learning. This continues to be a high priority and has just begun.
	Strengthening community relationships	Community meetings, new practicum sites, PAC feedback integrated	Program remains relevant and responsive to community needs. This will be ongoing work as we increase our relationships within community.
	Create internal systems and tools	Teams, SharePoint, internal website created	More efficient operations and clearer communication are beginning. This is an area that we are continuing to develop.

#	Desired Outcome	Completed Actions	Challenges, Successes, and Impacts
	Develop evaluation mechanisms	Internal website and PD tracking launched	Ongoing work to formalize departmental self-evaluation

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 the 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?
<div>1. Commitment to Learners</div> <div>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.</div>								
1.1	Have a framework and foundation to engage in ongoing Indigenization of all our programs	Individual exploration and development Classroom incorporation	Update here	All faculty	End Date here	Working Together Working Group Elders	Monitoring details here	Results here
1.2	Incorporate UDL into all courses	Continue to take PD that that supports teaching practices Team sharing on UDL approaches	Update here	All faculty	End Date here	CTLI Working Group	Monitoring details here	Results here
<div>2. Program Structures</div> <div>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 evolution itself, as well as the mechanisms in place for identifying and responding to emerging needs and changing realities.</div>								
2.1	Develop course learning outcomes	Finish curriculum mapping Enter changes into system	Initial curriculum mapping was completed and helped us identity gaps in curriculum. Course Learning Outcomes (CLOs) were updated for 8 SSW courses as well as HSW 136 and HSW 250. Further work on CLOs for	Meredith McEvoy	June 2026	Curriculum Mapping Tool, Curriculum System	Monitoring details here	All CLOs updated for all courses and include an Indigenous and Intercultural Learning Outcome.

#	Desired Outcome	Actions	Updates	Person(s)	End Date	Resources	Monitoring	Results
			the core HSW courses and remaining SSW courses will continue next year.					
2.2	Streamline practicum set-up and delivery	Meet with Placement Office Update forms and evaluations Create supportive material for Placements, students and faculty	<p>We have had several meetings with the Practicum Placement office and are working towards a streamlined model where the department and Placement Office will collaborate to start in early fall to set up practicums for the entire year across all our programs. Instructors will be given a list of possible placement sites and help to match the student to the placement. We will ask for support from our department administrator to assist with sending practicum match letters to students and supervisors as well as certificates of gratitude to supervisors.</p> <p>We are working in the Curriculum System to revise spring practicums for our core credentials, so they are all 7 weeks long and 4 days per week for 6 hours a day (a total of 168 hours). This consistency will help with streamlining and clarity for everyone involved in practicums including the Practicum Placement Office, faculty, supervisors, and students.</p>	Department Chair and HSW Coordinator	June 2026	Practicum Placement Office, HHS Administrator	Monitoring details here	Practicum set up begins early in the fall and takes place by looking at all our placement needs across all our programs and credentials that we offer throughout the year and making a plan to meet all the practicum needs across the entire department.

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	Developing the role of the Program Lead	Decide who will take on these roles	Update here	Lead Person here	End Date here	Resources here	Monitoring details here	Results here
<div>4. Practices</div> <div><i>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.</i></div>								
4.1	Have clear and distinct assessments for each course that are well aligned with Course Learning Outcomes and use a UDL framework to increase accessibility and reduce the need for student learning accommodations.	<div>Meet with DAL office and CTLI to develop assessment practices that support all learners.</div> <div>Continue to meet as a department to share approaches and tools.</div>	Update here	Lead Person here	End Date here	DALs CTLI	Monitoring details here	Results here
4.2	Merge the two EA/CSW programs into one program that has an Indigenous Focus but offered on two campuses.	Meet with Working Together Working Group (WTWG) to gather feedback and guidance.	We met with the WTWG in May 2025. Based on their feedback and guidance as well as recommendations from our external review we are in the process of revising our EA/CSW-Indigenous Focus Certificate and renaming it EA and CS Certificate. It will have revised core course titles with a focus on Intercultural, Indigenization, and Inclusion. Based on feedback and guidance from the WTWG the “Indigenous Focus” will be removed from the program name to create a single program for all of our students.	Meredith McEvoy and EA and CS Regular Faculty	June 2026	Curriculum System	Monitoring details here	Single EA and CS Certificate with revised CLOs offered through both PA and CV campus.

#	Desired Outcome	Actions	Updates	Person(s)	End Date	Resources	Monitoring	Results
			Currently we are in the process of making changes to the curriculum at the program and course title level. Next year we will work on revising and updating CLOs in the program.					
<div>5. Collective Impact</div> <div><i>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.</i></div>								
5.1	Develop and expand community connections	Continuing to grow practice placement options Grow community participation on PAC Understand community needs	Met with SD 70 & SD 71 New practice placements have been developed	Department Chair and Faculty	End Date here	Resources here	Monitoring details here	Results here