

2020

Programs, Quality Enhancement and Continuous Learning

DISCUSSION PAPER
STRATEGY AND PLANNING

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PREPARED BY: CENTER FOR INSTITUTIONAL QUALITY ENHANCEMENT & CONTINUOUS LEARNING

This 2019-2020 annual report offers a snapshot of quality enhancements made, and a glimpse of the development and growth of academic programs and continuous learning offerings at Ontario Tech University.

1. QUALITY UPDATES AND ENHANCEMENTS

Quality Council Audit: A scheduled Quality Assurance Audit was completed in February 2020 to ensure compliance with the provisions of our Institutional Quality Assurance Process (IQAP), as ratified by the Ontario Universities Council on Quality Assurance (Quality Council). This was the University's first review by the Quality Council and it required coordination and collaboration across the entire institution. Anecdotally, the auditors had positive feedback to share with the senior QA team following the site visit. The final auditor's report and recommendations will be available later this year. CIQE would like to extend their appreciation to everyone involved in this endeavor.

Cyclical Program Review Process Tracking: The cyclical program review (CPR) tracking process that CIQE implements internally to monitor CPR's is broken down into three key segments: coordination of the review itself, report management and governance, and the tracking of action items for 18-months. In 2019, finding a solution to assist with managing these projects became essential for CIQE as the transition from a one-year to a two-year program review process increased the number of programs being reviewed simultaneously. After testing several different types of project management software, CIQE is now using Monday.com. Monday.com has allowed CIQE to coordinate these three key program review segments across the department, allowing for seamless collaboration and the ability to monitor academic program enhancements.

IQAP Revisions and Enhancements: As part of the University's new policy framework and examination of the By-laws, the IQAP was transformed from a Handbook into one overarching policy and four associated procedure (i.e., curriculum changes, cyclical program reviews, new programs, and program closures) documents. These changes and a review of best practices resulted in a number of modifications and enhancements. These revised IQAP documents are currently being approved through our required governance procedures as well as ratification by the Quality Council.

Student Involvement and Engagement: Development of a guiding document to promote student involvement in the cyclical program review process is underway. This document will provide the Internal Assessment Team (IAT) strategies on how to intentionally involve the IAT student representative(s) throughout the two-year process. This guide will also include resources for the student representative(s) to utilize in order to engage their fellow students and alumni to obtain valuable program experience data for the self-study report.

2. ACADEMIC PROGRAMS AND CURRICULUM

The focus of program development has been on ensuring the right program mix, overall quality, and alignment with strategic priorities. **Table 1** shows new, significantly redesigned, and closed programs over the last five years.

Table 1: Program Development, Transformation, and Closure at Ontario Tech; 19-20 count begins 1 May 2019

| Year | New Programs ¹ | New Minors | New Specializations /Fields | New Pathways | Merged/ Significantly Restructured programs ² | Significantly Restructured Pathways | Closed specializations | Closed programs ³ |
|--------------|---------------------------|------------|-----------------------------|--------------|--|-------------------------------------|------------------------|------------------------------|
| 15-16 | 4 | 0 | 3 | 8 | 3 | 2 | 3 | 1 |
| 16-17 | 2 | 3 | 3 | 2 | 3 | 1 | 0 | 0 |
| 17-18 | 4 | 2 | 2 | 1 | 3 | 0 | 0 | 0 |
| 18-19 | 3 | 1 | 0 | 1 | 1 | 0 | 0 | 2 |
| 19-20 | 2 | 0 | 0 | 0 | 2 | 2 | 3 | 5 |
| Total | 15 | 6 | 8 | 12 | 12 | 5 | 6 | 8 |

Pathways Programs: At Ontario Tech a *pathway* is defined as any formal program that allows a student to apply a specified set of credits or a credential earned at one institution towards a credential at Ontario Tech. Students may enter defined pathways from institutions with or without formal articulation agreements. Ontario Tech currently has formal articulation agreements with five Ontario partner institutions based on the strength of the partnership related to student movement, program fit, and their unique relationship to Ontario Tech. A separate **Undergraduate Alternate Pathways Policy** governs the relationship with other Ontario Colleges of Applied Arts and Technology (CAAT) to allow seamless transfers to occur without binding the University to any specific financial or personnel obligations. **Appendix A** outlines institutions covered by articulation agreements or the Undergraduate Alternative Pathways Policy. It should be noted that Ontario Tech may enter into an articulation agreement with any CAAT if there is a strategic reason to do so and that such an agreement will supersede the Undergraduate Alternative Pathways Policy.

Notices of Intent: As of 2018-19, as part of the revised program approval process, all Faculties submit Notices of Intent (NOIs) for new programs which are posted for comments. Changes continue to be made to this process and the NOI template to look more closely at alignment with Mandate Agreements and other academic planning documents. In 2019-2020, one new NOI was submitted from the Faculty of Social Science and Humanities for an Undergraduate Diploma in Public Policy.

Curriculum Management Tools: Curriculog software system is the university’s solution for reducing many of the inefficiencies and inconsistencies in our former processes. Implementation of the web-based curriculum management system was completed in three phases. Phase 1 spanned over 2017, which involved building and testing of the system. Commencing summer 2018, Phase 2 involved training Faculty contacts in the system by having them input their curricular changes for tracking and approval as they moved through the governance process. Overall, feedback from users was positive and highlighted the value of Curriculog for record keeping. The final phase of implementation began in September 2019. Effective for this annual reporting cycle, Curriculog has been utilized as the platform for review of proposals starting at the Faculty level and is also now

¹ For 2017-2018 BA Liberal Studies, BTech in Sustainable Energy, MSc Nursing, PhD Health Sciences. For 2018-2019 BSc Integrative Neuroscience, BA/BSc Psychology are included. For 2019-2020 BSc Integrated Mathematics and Computer Science, UG Diploma in Teaching English to Speakers of Other Languages are included, but currently in external approval stages.

² Examples include altering the length of a graduate program and nomenclature changes; does not include all Major Program Modifications.

³ Includes pathways closed as a result of the closure of the parent program.

publicly available. CIQE has also deployed new system functionality to facilitate batch updates to course data which has been integrated into existing processes. In the next calendar year, it is expected that Digarc will be introducing a new user interface and a number of related enhancements. In consultation with all stakeholders, CIQE will continue to investigate and deploy additional functionalities within Curriculog and Acalog, the Academic Calendar software system, to further to support operational needs and requirements.

Indigenization of Curriculum: In 2019, the Indigenous Education Advisory Circle Consultation Protocol was approved by Academic Council and as a result, guiding consultation questions were embedded into CIQE's program and curricular change templates. These questions were developed with guidance from the President's Indigenous Reconciliation Taskforce and in consultation with the Indigenous Education Advisory Circle. These questions allow Faculty to discern whether or not they have Indigenous content and the appropriate next steps. By having these questions upfront in the curriculum development process, Faculty can be connected early on with the Advisory Circle to consult on Indigenous curriculum in a Good Way. In addition, language about the utilization of this protocol for Indigenous content in regards to new program and curricular changes has been added to the revised Institutional Quality Assurance Policy (IQAP). The Quality Council commended CIQE on the inclusion of the protocol within the policy, noting "The Council also acknowledged the many references to the protocols associated with the consultation/development of Indigenous curriculum procedures which were woven throughout the policy as an innovative practice". In regards to the inclusion of Indigenous curriculum, CIQE looks forward to continuing their partnership with the taskforce and Indigenous community members to ensure quality enhancement is practiced in a respectful, meaningful way.

3. PROGRAM REVIEW - TRENDS

Between May 2019 and March 2020, CIQE facilitated site visits for the following programs under review:

- Bachelor of Education
- Master of Engineering (MEng) and Graduate Diploma in Engineering Management

Additionally, CIQE prepared Final Assessment Reports for six programs and tracked the progress of action plans through 18-Month Follow-Up Reports for eight programs. Through this process, it was noted that the overall trends outlined in the previous two annual reports remain relatively consistent and are outlined below.

- Curriculum/Course level improvements was a top theme for many of the program reviews. Within this theme, offering flexible curriculum, elimination of irrelevant courses, review curriculum for alignment to the program goals and/or faculty vision, and ensure learning outcomes are being achieved at the course level were frequently mentioned. Upon review of the 18-Month Follow-Up reports, these curricular/course level improvements were often completed within the initial timeline.
- Improving internal and external recruitment and promotion was also a top theme during the program review process. Increasing student enrolment through aggressive recruitment and retention efforts and improving the promotion and advertising of programs were noted as external solutions. Internally, recommendations around increasing consultation with the Registrar's office and the Office of Student Life regarding internationalization initiatives and promoting growth and development of faculty members to foster community, cohesion, coherence and excellence in programs.

- The theme of resources captured recommendations that called for the addition, the enhancement, or the development of space and staffing. In particular, recommendations of additional faculty and staff to support the program, addressing infrastructure concerns, and dedicated workshop facilities.

A few emerging themes from the past year were identified and have been outlined below.

- Reexamining the admission requirements and revising the admissions process were common recommendations. In one instance, implementing an entrance exam for non-traditional students was suggested.
- Enhancing student engagement outside curriculum and increasing student-to-student and student-to-faculty interactions were identified.

Upon review of completed 18-Month Follow-Up Reports, it was noted that most programs managed to successfully meet their action plan within the allocated timelines. Action items requiring resources, specifically with respect to additional staffing and space, were most commonly 'in progress' at the conclusion of the 18-month reporting period. Curricular changes, indigenization of curriculum, and alignment of learning outcomes enlisted the highest completion rates within the 18-month timeframe.

A summary of program review trends is outlined in **Appendix B**.

As part of the two-year program review cycle, programs under review participate in a three-part program learning outcome series. As of March 31, 2020, 12 unique workshops have been held as part of the series. Workshop topics include the enhancement of program learning outcomes, mapping of the enhanced outcomes to degree level expectations and mapping of the enhanced outcomes to courses (and associated learning activities/assessments).

4. CONTINUOUS LEARNING

A new centralized lifelong learning unit was established this year. Continuous Learning was announced in the Weekly Report on July 16, 2019. This unit is the unification of the Management Development Centre from the Faculty of Business and Information Technology, Nuclear Professional Development Centre from the Faculty of Energy Systems and Nuclear Science, Teacher Training (AQ and ABQ) courses from the Faculty of Education and Summer Camps also from the Faculty of Education.

Since May 2019, the development of the Continuous Learning unit included a change in physical location, team building, website restructuring, expanding awareness and visibility of Continuous Learning (internally and externally), research and exploration of partnerships, review of and consolidation of existing processes, and department policy/regulation development.

COVID-19 response

In alignment with the University's COVID-19 response, Continuous Learning courses were moved online where possible as of March 16, 2020. Some custom programs have been postponed until further notice due to these unprecedented circumstances.

In response to 'social distancing' protocols, Continuous Learning has launched the Community Connect program. This program is currently composed of three series of free online discussion groups to help various populations connect with others in a safe learning environment. These series are: Kids Konnect, Topic Talks, and Topic Talks - Teacher Edition and each offer us an ability to connect with the community while also strengthening our internal reach and collaboration with Faculty's and units.

NEW PROGRAMS AND PARTNERSHIPS

OCAD Partnership

OCAD's Continuing Studies and Ontario Tech University's Continuous Learning have created a partnership that allows Ontario Tech to source design related online courses. Through this, Continuous Learning supplements registration for online OCAD design courses while gaining revenue based on the partnership agreement.

AGE-u-cate

Continuous Learning has formed a partnership with AGE-u-cate® Training Institute to be the exclusive provider for AGE-u-cate's Dementia Live® and Compassionate Touch® Coach training programs throughout the Province of Ontario. These programs are designed to destigmatize dementia by helping caregivers and the greater public understand the effects of dementia and elder care, from the point of empathy, in daily living.

Women in Leadership

In February, Continuous Learning hosted Women Courageous, a workshop on the adversity faced by female leaders. The Women in Leadership certificate program was announced at this event with a tentative start date of Fall 2020. This certificate is designed to help women understand, navigate and overcome obstacles facing female leadership in the workplace.

RIBO Certification

Continuous Learning has courses approved for required professional development by the Registered Insurance Brokers of Ontario. Continuous Learning renewed RIBO professional development course approval for 15 courses this year. Two (2) accreditations were provided for RIBO professional development.

Continuous Learning courses

Continuous Learning offers independent courses (i.e. do not belong to a certificate program) and offer certificate courses independently (i.e. can complete a certificate course without completing all courses for a certificate program). There were 320 open enrolment course completions this year (i.e. excluding the workshops, custom programs, and special events, Master's Certificate in Public Sector Management courses, AQ/ABQ courses, AOOM courses and CNSC courses).

Custom courses/programs

Continuous Learning has built and/or delivered the custom courses and certificate programs to the following organizations in the past year:

- Central East Local Health Integration Network - Certificate in Leadership Excellence
- Charles H. Best - Documentary screening event and course developed (ongoing)
- Durham Region - Certificate in Leadership Excellence (doubling cohorts for 2020)
- Durham Regional Police Services - Certificate in Leadership Excellence
- H2O Power - Certificate in Leadership Excellence

- Ontario Power Generation - 4 courses, 2 - 3 sessions per quarter
- Specialty Pharma Solutions - Conflict Management and Negotiations half-day workshop

Additional Qualification (AQ) & Additional Basic Qualification (ABQ) courses

In the past year, twenty-six Additional Qualification and Additional Basic Qualification courses have been offered to Ontario College of Teachers members for Teacher Professional Development. There were 203 attendees over these twenty-six courses.

A listing of all Continuous Learning opportunities offered this year is provided in Appendix C.

APPENDIX A: Ontario CAATs Articulation Agreement and Policy

| College | Location | Prior Agreement | Expiry Date | Current Agreement Status | Expiry Date |
|----------------|---------------------|------------------------|--------------------|---------------------------------|--------------------|
| DURHAM | Oshawa | Yes | 2017 | Active | 2023 |
| SENECA | Toronto | Yes | 2017 | Active | 2023 |
| FLEMING | Peterborough | Yes | 2017 | Active | 2023 |
| NORTHERN | Timmins | No | | Active | 2023 |
| LOYALIST | Belleville | Yes | 2018 | Active | 2023 |
| GEORGIAN | Barrie/Orillia | Yes | 2017 | Policy | |
| CENTENNIAL | Toronto | Yes | 2017 | Policy | |
| SHERIDAN | Oakville | Yes | 2017 | Policy | |
| ST LAWRENCE | Kingston | Yes | 2018 | Policy | |
| ALGONQUIN | Ottawa | Yes | 2018 | Policy | |
| CAMBRIAN | Sudbury | Yes | 2017 | Policy | |
| CANADORE | North Bay | Yes | 2018 | Policy | |
| CONFEDERATION | Thunder Bay | Yes | 2017 | Policy | |
| SAULT | Sault Ste. Marie | Yes | 2019 | Policy | |
| HUMBER | Toronto | No | | Policy | |
| GEORGE BROWN | Toronto | No | | Policy | |
| FANSHAWE | London | No | | Policy | |
| NIAGARA | Niagara-On-the Lake | No | | Policy | |
| CONESTOGA | Kitchener | No | | Policy | |
| MOHAWK | Hamilton | No | | Policy | |
| ST CLAIR | Windsor | No | | Policy | |
| LAMBTON | Sarnia | No | | Policy | |
| COLLEGE BOREAL | Sudbury | No | | Policy | |
| LA CITE | Ottawa | No | | Policy | |

Appendix B – Program Reviews 2019-20

In the 2019/2020 academic year, CIQE has developed a tracking system to track all action items resulting from program reviews and the status of all action items at the time of the required eighteen-month follow up report. Below are some key numbers:

Final Action Reports (FARs)

- Number of FARs submitted: 6
- Total number of action items listed in the FARs: 60
- Total number of action items classified as “Curricular”: 18
- Total number of action items classified as “Financial”: 5
- Total number of action items classified as “Marketing/Recruitment”: 8
- Total number of action items classified as “Admissions”: 5
- Total number of action items classified as “Research”: 1
- Total number of action items classified as “Technology”: 0
- Total number of action items classified as “Administration”: 23

Eighteen-Month Follow Up Reports

- Number of eighteen-month follow up reports submitted: 8
- Total number of action items listed in the follow up reports: 68
- Total number of action items marked “Complete”: 33
- Total number of action items marked “In Progress” or “Ongoing”: 35
- Total number of action items classified as “Curricular”: 32
- Total number of action items classified as “Financial”: 9
- Total number of action items classified as “Marketing/Recruitment/Admissions”: 6
- Total number of action items classified as “Research”: 6
- Total number of action items classified as “Technology”: 0
- Total number of action items classified as “Administration”: 15

A full listing of all action items and their status can be provided upon request.

APPENDIX C: Continuing Education

Summary of Continuing Education activities for March 2019 - March 2020. Only activities that grant an official certificate or letter of completion have been included.

| Faculty or Non-academic Unit | Brief Description of Offering | Number of Hours or Length of Offering | Number of registrants * | Number of certificates awarded |
|------------------------------|---|---------------------------------------|-------------------------|--------------------------------|
| Continuous Learning | Professional Management: A certificate program consisting of five (5) courses designed to enhance the managerial effectiveness and leadership abilities of today's business professionals. | 30 hours | 57 | 19 |
| Continuous Learning | Professional Communications: A certificate program consisting of five (5) courses concentrating on the written, verbal and leadership skills required by managers, supervisors, and professionals. This program expands on the Professional Management Certificate by concentrating on the immediate skills necessary for every day performance. | 30 hours | 34 | 8 |
| Continuous Learning | Digital Marketing and Social Media Management: A certificate program consisting of three (3) courses designed for developing and launching a Social Media strategy immediately to improve ROI by taking a methodical approach to social media - learn, apply, measure, report. | 18 hours | 13 | 8 |
| Continuous Learning | Not-for-Profit Leadership: A certificate program consisting of five (5) courses designed to | 30 hours | 11 | 7 |

| | | | | |
|---------------------|---|----------|-----|----|
| | meet the unique challenges faced by managers in the Not-for-Profit sector. | | | |
| Continuous Learning | Visionary Leadership: A certificate program consisting of five (5) online modules and a full-day, in-class workshop designed to help leaders navigate a time filled with volatility, uncertainty, complexity and ambiguity (VUCA) | 6 weeks | N/A | 6 |
| Continuous Learning | Master's Certificate in Public Sector Management: A certificate program consisting of fifteen (15) courses that requires application and approved admission designed for managers and executives with diverse educational backgrounds who are experienced in a public sector/government or related organization. | 90 hours | N/A | 27 |
| Continuous Learning | LEAN Green Belt: A certificate program offered in partnership with Leading Edge Group focused on the lean management approach. | | N/A | 18 |
| Continuous Learning | LEAN Black Belt: A certificate program offered in partnership with Leading Edge Group focused on the lean management approach. | | N/A | 3 |
| Continuous Learning | LEAN Master Black Belt: A certificate program offered in partnership with Leading Edge Group focused on the lean management approach. | | N/A | 2 |

| | | | | |
|---------------------|---|-----------|-----|----|
| Continuous Learning | Certificate in Leadership Excellence - Custom program for Durham Region | 72 hours | N/A | 25 |
| Continuous Learning | Certificate in Leadership and Management Essentials - Custom program for Central East Local Health Integration Network (CE LHIN) (Peterborough Regional Health & Northumberland Hills Hospital): A custom certificate program consisting of five (5) courses designed to develop strategies and insight related to change management specific to healthcare-based organizations. | 30 hours | N/A | 20 |
| Continuous Learning | Certificate in Leadership Excellence - Custom program for Northumberland Hills Hospital: A custom certificate program consisting of three (3) courses designed to develop strategies and insight related to change management specific to healthcare-based organizations. | 18 hours | N/A | 2 |
| Continuous Learning | Certificate in Police Leadership - Custom program for Durham Regional Police Services (DRPS): A certificate program designed to develop leadership strategies aligned with DRPS core competencies. The program consists of 3 modules, each with 4-weeks of online content and one half-day, in-class workshop. | 3 months | N/A | 31 |
| Continuous Learning | Custom course for Canadian Nuclear Safety Commission (CNSC): Development CANDU Station System Design and Operation. | 280 hours | N/A | 29 |

| | | | | |
|---------------------|--|--|-----|----|
| Continuous Learning | Advanced Operations Overview for Managers (AOOM) - Custom Program for Ontario Power Generation (OPG): Development and delivery of training to operational managers in the nuclear industry | Every day for five (5) months; approximately 707 hours | N/A | 22 |
|---------------------|--|--|-----|----|

*Some Continuous Learning certificate programs allow individuals to sign-up for courses individually without completing the full certificate program. The number of registrants refers to the number of individuals who registered for any course(s) offered as part of this program. All individuals were only counted once, regardless of the number of courses in the certificate program they registered for. N/A in this column means that individual courses in this certificate program were not open for registration.