

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

Recommendation
Decision
Discussion/Direction
Information

DATE: 26 April 2022

FROM: Undergraduate Studies Committee

SUBJECT: Program Review Final Assessment Report – Bachelor of Arts in Educational Studies and Digital Technology (ESDT) & Designing Adult Learning for the Digital Age (ALDA) Undergraduate Diploma

COMMITTEE MANDATE:

In accordance with Article 10 of the Ontario Tech University Institutional Quality Assurance Process (IQAP) Cyclical Program Review (CPR) Procedures, the appropriate standing committee of Academic Council (USC or GSC) is responsible for examining the outcomes of the review and approving the Final Assessment Report (FAR).

Additionally, in accordance with Article 6 of the IQAP Curriculum Change Procedures, editorial revisions to Program Learning Outcomes (PLOs) are normally considered Minor Program Adjustments and sent to the standing committee for approval. In this case, the PLOs have been subsequently revised through a Major Program Modification and will not be approved along with the FAR.

BACKGROUND/CONTEXT & RATIONALE:

In academic years 2018-2020, a program review was scheduled for Bachelor of Arts in Educational Studies and Digital Technology, and the Undergraduate Diploma in Designing Adult Learning for the Digital Age (ALDA) Undergraduate Diploma. Due to faculty research leaves, and changes to Faculty administration, the program was approved to postpone the review. The program review recommenced in the 2020-2022 review cycle. At the completion of a CPR the self-study brief, reviewers' report(s), Dean's and IAT's response, and the Academic Resource Committee's (ARC) summary

report are presented to the appropriate standing committee of Academic Council (USC or GSC).

The standing committee will examine the outcomes of the review and approve a Final Assessment Report (FAR) that synthesizes the reports and recommendations resulting from the review, identifies the strengths of the program as well as the opportunities for program improvement and enhancement, and outlines the agreed-upon implementation plans for this improvement.

Additionally, during a CPR the Program Learning Outcomes (PLOs) are reviewed and revised. As new outcomes have been approved as part of a subsequent Major Program Modification, the PLOs created during the CPR are presented as a supplementary document for information only.

A report from the program outlining the progress that has been made in implementing the recommendations will be put forward in eighteen months' time. The report is sent to ARC for review. If outstanding items remain from the implementation plan at the time of the eighteen-month report, ARC will review these outstanding items with the Dean. The Committee may recommend further monitoring of these items on a case-by-case basis.

RESOURCES REQUIRED:

The Faculty's plans to address any resource needs are outlined in the action plan. Information and support will be required from various areas of the University in order to implement the plan.

COMPLIANCE WITH POLICY/LEGISLATION:

The Ontario Universities Council on Quality Assurance (Quality Council), established by the Council of Ontario Universities in July 2010, is responsible for oversight of the Quality Assurance Framework processes for Ontario Universities. The Council operates at arm's length from both Ontario's publicly assisted universities and Ontario's government. Under the Quality Assurance Framework, academic programs must undergo a cyclical review at least every eight years following their implementation. The purpose of the cyclical program review is to critically examine the components of a program with the assistance of outside reviewers with the goal of continuous improvement. A program review's purpose is not solely to demonstrate the positive aspects of the program, but also to outline opportunities that will lead to improvements for the future.

NEXT STEPS:

- Following presentation to Academic Council and the Board of Governors for information, the Report will be sent to the Quality Council as required under the Quality Assurance Framework. A summary report is then posted on the Ontario Tech corporate website.

SUPPORTING REFERENCE MATERIALS:

- Final Assessment Report
- PLO Enhancement and UDLE Mapping



FINAL ASSESSMENT REPORT
February 2022
Bachelor of Arts in Educational Studies and Digital Technology
& Designing Adult Learning for the Digital Age (ALDA) Undergraduate Diploma
Program Review
Dean: Dr. Robin Kay

Under Ontario Tech University's Quality Assurance Framework, all degree programs are subject to a comprehensive review every eight years to ensure that they continue to meet provincial quality assurance requirements and to support their ongoing rigour and coherence. Program reviews involve several stages, including:

1. A comprehensive and analytical self-study brief developed by members of the program under review.
2. A site visit by academic experts who are external to and arm's length from the program who prepare a report and recommendations on ways that it may be improved based on a review of the program's self-study and supporting material, and a two-day site visit involving discussions with faculty, staff and students and a tour of the facilities.
3. Development of a plan for improvement by the program and proposed timelines for implementation.

On the completion of the program review, the self-study brief together with the reviewers' report and the assessment team's response are reviewed by the Resource committee, the appropriate standing committee of Academic Council (USC/GSC), and are subsequently reported to Academic Council, the Board of Governors and the Quality Council.

In academic years 2018-2020, a program review was scheduled for Bachelor of Arts in Educational Studies and Digital Technology, and the Undergraduate Diploma in Designing Adult Learning for the Digital Age (ALDA) Undergraduate Diploma. Due to faculty research leaves, and changes to Faculty administration, the program was approved to postpone the review. The program review recommenced in the 2020-2022 review cycle.

This is the first program review for this both the BA program and the Undergraduate Diploma. The internal assessment team is to be commended for undertaking this assignment in addition to an already challenging workload and within a very tight timeline. The following pages provide a summary of the outcomes and action plans

resulting from the review, identifying the strengths of the program as well as the opportunities for program improvement and enhancement. A report from the program outlining the progress that has been made in implementing the recommendations will also be put forward in eighteen months' time.

External Reviewers:

Dr. Valerie Irvine, University of Victoria
Dr. David Gill, Memorial University of Newfoundland

Site Visit: September 28th and 29th, 2021

Program Overview

The Bachelor of Arts in Educational Studies and Digital Technology (BA EDST) program recognises the growing importance of lifelong learning and post-diploma programs. There are many career opportunities for graduates who have a college diploma, related work experience and a bachelor's degree, particularly if these students understand how to design and assess learning at different points across the life span and if they have digital technology skills. The BA program provides the knowledge, competencies, and skills associated with education and digital technologies for adult learners and early years learners.

BA in EDST presently has specializations in:

- Lifelong learning with Technology, and
- Early Childhood Studies.

Educational Studies and Digital Technology is a fully-online pathways (advanced entry) program. It was originally designed for students who have completed a two-year Ontario college diploma or equivalent. The program's online format uses virtual classrooms to maximize interaction, collaboration and community building. Students may pursue this program on a part-time or full-time basis from anywhere in the world. The key focus of this program is to explore digital lifelong learning and the design of engaging learning spaces.

Students in the BA ESDT program learn how to:

- Apply theoretical and practical knowledge of educational planning, delivery and assessment across the life span;
- Design learning strategies that focus on authentic, meaningful and workplace-applicable activities;
- Analyze the social and psychological issues that shape learning in a digital era;
- Critically evaluate how technology fits with modes of learning; and
- Develop specialized knowledge and competency in the use of digital technology to support lifelong learning.

The BA ESDT program:

- Prepares graduates for careers in human resources (HR) management, and for education skill development in industrial, commercial, and non-profit and community sectors;
- Leverages the potential of digital technology in a wide range of education contexts;
- Provides an intensive study of educational theories and practices for those interested in Early Years - Adult Education employment opportunities beyond the formal public educational system;
- Capitalizes on the recent success of the Pathways Program, allowing qualified students to obtain both a college diploma and a university degree while decreasing the time required for completion; and
- Offers opportunities for professional development and advancement in adult education, early childhood education and HR development to adult educators in the corporate and government sectors.

The diploma in Designing Adult Education for the Digital Age is a six-course professional development diploma, based on the current Adult Education and Digital Technology (AEDT) specialization course offerings within the Bachelor of Arts in Educational Studies and Digital Technology (ESDT) program. The program meets the growing professional development needs in service, corporate, government, non-government (NGO) and education sectors. The diploma develops educational leaders who possess specialized knowledge and competency in adult education, with a focus on digital technologies for learning.

The fully online diploma uses the same delivery model and design philosophy of the ESDT program and provides access to diverse groups of innovative individuals and ideas that are changing the world.

Significant Strengths of the Program

Since its inception, the Bachelor of Arts in Educational Studies and Digital Technology (EDST) has leverage the use of co-created of digital spaces to establish unique learning communities. The program continues to innovate and develop ways for its students to establish meaningful connections between the program curriculum and the modern workplace.

As a fully online program, the EDST program provides a flexible and accessible pathway for college graduates to complete a Bachelor's degree. The program

emphasizes student empowerment and the enablement of learning. Positive interdependence of peers is encouraged through collaboration; a pedagogical model which is supported by key learning theories. The program's use synchronous and asynchronous technologies enable students to build social and cognitive presence, as well as the skills to integrate technology within learning practices. The EDST program is supported and guided by a dedicated, well-qualified, and collaborative program group. Faculty members act as facilitators to student learning, focusing on a strong pedagogical foundation and an open student experience. Current students and alumni report high levels of satisfaction with the program, indicating the program has assisted and supported their future educational and career plans.

Opportunities for Program Improvement and Enhancement

In support of the continued strengthening and modernizing of the BA EDST program, the following areas have been identified for improvement and enhancement.

- Strengthen the Program Learning Outcomes by adding learning outcomes related to equity, diversity, inclusion and decolonization.
- Consider a course-only option or project-based capstone to replace or as an option to thesis;
- Continue to use current technology and pedagogy but also be open to pedagogies beyond Problem-Based Learning (PBL);
- Work with the University to review an earlier gap analysis with respect to the needs of online students within a brick and mortar institution;
- Consider how to expand the program beyond advanced-entry admissions, to include 1st and 2nd year offerings.
- Consider how to address an over-reliance on sessional instructors
- Look to developing research labs and partnerships with stronger connections between Research and the BA program, e.g., research chair, new faculty;
- Address program gaps in digital privacy, critical digital pedagogy, open education, emerging technologies (e.g., VR)
- Explore possible expansion of the target learner population, as well as additional mechanisms to promote and market the program.

The External Review

The site visit took place on September 28th and 29th, 2021. Drs. Irvine and Gill met with members of the Faculty as well as key stakeholders at the University, including Dr. Lori Livingston – Provost, Dr. Robin Kay – Dean of the Faculty of Education, Dr. Lorayne Robertson – Chair of the Program Review Internal Assessment Team, Dr. Diane Tepylo – Director of the BA Program, and members of the internal assessment team and a number of faculty, staff, and students.

The Faculty was grateful for the thoughtful and thorough review provided. The external reviewers recognized the high quality of the faculty, the rigorousness of the program, and the innovation in the content and delivery of the programs.

The reviewers identified fourteen recommendations, some of which have multiple components. The Faculty values the recommendations and have been very thoughtful in their responses.

Summary of Reviewer Recommendations and Faculty Responses

Recommendation 1

The program should be more systematic in its program reviews with follow-through assessments of the impact of action plans with follow-up reports after intervals of one, three, and five years. This would contribute substantially to consistent accountability by the University as well as the Faculty of Education and support continuous quality improvement. The self-assessment process should receive support in obtaining the data required to conduct an evaluation (e.g., institutional analysis, surveys, focus groups, etc.)

IAT's Response

The program committee will continue to be dedicated to course renewal and ongoing professional development.

The program will initiate a continuous review process with key program areas to be reviewed annually, others every three years and some every five years. Commencing May 2022, the program will administer regular surveys to students and instructors.

The reliance on sessional instructors in the program may slow the renewal process, as sessionals are not required to modify existing courses. We will explore ways to overcome this challenge such as hiring some sessionals to perform course renewals, assigning the task to tenure or teaching faculty, or hiring a consultant to review and update course outlines.

Dean's Response

Collecting regular feedback is essential to build a high-quality, successful program. Program evaluation on a term and yearly basis will ensure our process is more systematic. In addition, the Program will seek yearly feedback from our instructors.

The Faculty has applied for funding to upgrade and improve the quality of all courses to address the "sessional instructor" issue noted above. Regular program meetings

are also scheduled, to gather feedback from instructors and make adjustments to courses.

Recommendation 2

The program requires a needs assessment to determine the best fit for the target learner population (e.g., higher education, k12, early childhood, workplace learning, language learning, etc.) and target pathways and marketing accordingly. This could also help in the area of obtaining professional certifications/credentials for graduates.

IAT's Response

The EDI specialization was designed following a needs analysis of postings online for applicants with EDI skills. The Program Committee will also investigate requirements for potential certificates for our graduates, e.g., with the Institute for Performance and Learning (<https://performanceandlearning.ca/>) and CCDI. Finally, the Program will continue to partner with Ontario Tech's employment center and community partners to explore other potential (micro) credentials for students.

Dean's Response

In addition to the steps outlined above, the Program will conduct a needs analysis on the other two areas of the modified BA program (Lifelong Learning, Digital Literacies) to understand and develop the target audience for these areas of specialization.

Recommendation 3

Once the identity of the program is determined in terms of best fit for the target population(s), it requires support from the university in terms of marketing and promotion to support its rebranding.

IAT's Response

The program has continuously endeavoured to self-promote. The Program Director will continue to meet with recruitment, including online marketing and promotion and/or rebranding of the program. There may be more opportunities to connect with degree programs in Ontario colleges to strengthen these bridges.

Dean's Response

There are at least two components to promotion: internally and university-driven. The Program and Faculty plan to develop a strong systematic internal promotion plan, including social media, webinars, video support, emails lists, and the Faculty of Education Website. This approach works best as a starting point because we know our program best. After establishing our brand, the Program and Faculty will use the university's growing recruitment centre and regular events (e.g., transfer program nights, OUF, alumni contacts, external organization database) to augment the internal promotion process.

Recommendation 4

The program supports approximately 1/3 of the Faculty's undergraduate population and requires further support to ensure smooth operation and to give it the proper support it needs to thrive. The program requires additional administrative support from or provided to area faculty for program development, oversight, input on sessional hiring, and conducting work pertaining to needs assessment, marketing, and more. In addition, administrative and advising support should be increased to reduce intensity of faculty and staff workload.

IAT's Response

The program requires administrative support to reach its potential. Discussions have been occurring between the Dean and FED/FSSH Business Administrator toward the provision of admin support in light of faculty and staff workload.

Dean's Response:

The Faculty currently has a full-time Student Support Advisor, an administrative Program Development Officer, a Planning Director to guide hiring work-study students, and a Program Director to address needs assessments and marketing. However, the program appears to be growing quickly, so the Faculty is in the process of conducting a needs assessment of administrative tasks that can accommodate future growth. Once a concrete list of tasks that are not being addressed has been created, decisions on additional staff hires (part-time or full-time) will be made.

Recommendation 5

The University and Faculty need to address the representation of visible minorities in the program faculty and instructional staff (through preferential or targeted hiring) and in the learner community (admission pathways for inclusion). Equity, diversity, inclusion, and decolonization initiatives should be designed and implemented in concert with program redesign to ensure corresponding values are implemented in the courses and to ensure expertise is present in offering these specialty courses.

IAT's Response

Human rights legislation allows for additional consideration of candidates who may have faced institutional barriers in their schooling and/or preparation for work. Posting for future positions must emphasize that members of equity-seeking groups are encouraged to apply to ensure that expertise is present in offering EDI courses. This should be an intentional priority for hiring committees to build representation in faculty instructors matching the diversity in the student population and community.

Each course in the program will be reviewed for alignment with the new program learning outcomes, two of which are equity-focused.

Dean's Response

Ontario Tech University and the Faculty of Education are committed to increasing representation of visible minorities in the program faculty and instructional staff. EDI is emphasized in all postings of positions. A challenge is the collective agreement which prioritizes the status of internal candidates, most of whom are not from marginalized populations. In addition, the Faculty does not have much turnover, so hiring is at a minimum. Finally, hiring new staff is rare – our staff stay with us. However, when there are new openings, there will be a focus on better representation in the faculty.

Another way the Faculty is addressing this issue is to maximize the representation of visible minorities in our Master's program. Graduates often teach in the BA program or become Teaching Assistants.

Finally, the Faculty plans to conduct a full EDI review of all courses in the next two years. An EDI specialization in the BA program has also been developed (starting Sept 2022).

Recommendation 6

The Faculty remove the program's thesis option in favour of a project-based and/or course completion option.

IAT's Response

Students going forward will have more of a range of options for capstones for the program. These could include:

- course-only option
- thesis (or major research project) will remain as an option, but the program committee will consider prerequisite courses to scaffold this
- The Engaged Educator Project (EEP) remains as an alternative capstone

In 2022, the BA - EDST committee will examine the thesis course to create more approachable learning opportunities while maintaining academic rigour.

The Program will explore a project-based option within its next systematic review.

Dean's Response

This issue has been addressed by including the three options listed above. There was a decision not to simply remove the thesis option because some students are

interested in this option and wish to pursue Master's programs after completing their 4-year Bachelor of Arts degree. Furthermore, by making the thesis course an option, there is an anticipated reduction to the class size so the course can run as a true thesis option.

Recommendation 7

The Faculty reorganized its course offerings and staffing in the program to reduce the reliance on sessional instructors, large class sizes, and emphasis on Teaching Assistant (TA) support, to increase its faculty-student ratio and faculty-sessional ratio to bring it into line with norms across Canada.

IAT's Response

The Program Director will approach the Dean to ask that hiring for the BA program remains a priority as the numbers of students continue to grow in this program.

This recommendation will also be raised in April during the staffing process within the Faculty of Education this year and subsequent years.

The Faculty of Education will be introducing an Ed.D. program in September 2022. The BA program is a potential placement for graduate students to facilitate courses.

Dean's Response

The Faculty has already re-organized course offering to match student needs and provide more flexibility and choice in courses. Faculty-student ratio is currently comparable to Ontario universities in the GTA. Once a stable increase in students has been established, the Faculty will ask for a TTTF, TF and or LTFM position to match the number of students. It is essential to recognize that in order to maintain financial viability to run the BA program, so class size cannot be adjusted too much. Class size can be addressed with smaller tutorials.

Recommendation 8

The Faculty conduct a review of course offerings to modernize its program, review sequencing, establish prerequisites (e.g., making writing and inquiry courses as required in first year), and pathways that align to target populations as per needs assessment, and to create a clear plan for learners and administrative staff in creating multi-year cycles of offerings. Coursework must address a critical focus of technology, EDID, accessibility, and emerging topics. Consideration of the revisions to the program learning outcomes to broaden them should guide this process as well.

IAT's Response

The BA in ESDT program is an innovative bridging program that supports students to obtain a Bachelor's degree. This was clear in the Self-Study.

Major Program Change Proposal 1 has introduced updated program learning outcomes, sequencing in courses, early prerequisites and less compulsory elements to the program to build flexibility. In addition, one course will be added to build a critical focus on technology: *Writing the world: Digital Literacies*. Major Program Change Proposal 1 also allows for Special topics courses so that this program demonstrates continued responsiveness in updating course offerings.

Major Program Change Proposal 2 (the EDI specialization) has added a core course as a prerequisite. It has added three additional courses to the program, each with a critical focus on technology, accessibility and EDI.

Dean's Response

As the IAT noted, a major revision of the program (Phase 1) has just been completed to revise, update, and re-organize courses in the BA program. In 2022, the Program is working on phase 2, where course titles, descriptions, learning outcomes and design will be revised. This revision will be guided by a needs-assessment of businesses and the current/projected job market. Finally, there is a plan to review and modify courses to build and develop new specializations. This process will be partially guided by student feedback and a national review of relevant programs/courses offered in Canada.

Recommendation 9

The Faculty strike a research and outreach committee or work with a Faculty or central research unit to improve the research-teaching connection, and explore creating research internships, undergraduate research awards, establishment of research chair positions for new faculty, and developing connections between learners and other research units on campus (e.g., AI, VR).

IAT's Response

A research chair based in digital technologies beyond K-12 and focused on EDI is a priority to continue expanding the BA in ESDT program.

At present, BA students are working on research projects. In future reviews, this will be highlighted for the attention of the reviewers.

Dean's Response

It is important to note that the BA EDST program focuses on providing students with a solid foundation to pursue a variety of vocations, including EDI policy and practice, lifelong learning and training, digital technologies and early childhood studies. While research is also a focus, based on Recommendation #6 above, there was a deliberate

reduction to the emphasis on research, making it optional. Program courses are guided by evidence-based practice, so there is a robust research-teaching connection.

The Faculty and Program proposes organizing and storing student theses and Engaged Educator Project (EEPs) and making them available to the public to maximize the research presence. In addition, students will be encouraged and supported in publishing in faculty journals.

While the program already contains a research internship component (Engaged Educator Project), a four-year BA degree in Educational Studies is also in development, which includes an internship component. Students from the pathways program will be able to take this course.

Ontario Tech University has an Undergraduate [Research Awards Program](#). The Faculty augments those awards with work-study placements and research assistantships. However, most of our students work part or full-time and are not readily available to participate in additional research projects.

The new four-year Educational Studies is interdisciplinary and will build relations among faculties and areas of focus such as AI and VR.

Recommendation 10

The University and Faculty work to install digital infrastructure that is required to support the program's pedagogical strengths and support its alignment with University Plans. Specifically, open-source tools are recommended to support learner portfolio development, data ownership and mobility (e.g., hosted Wordpress), and backchannel communication. Modernizing video conferencing infrastructure both on campus and online (e.g., shifting from Adobe Connect). Work-study positions could be explored to support learners in the implementation and support of these and other institutional tools for both the program and the campus. This could benefit the campus as well as a means to recruit staff for its learning technologies unit.

IAT's Response

The faculty and students in the program have already shifted from Adobe Connect to other platforms that are available such as Google Meet and Zoom. The instructors and students have been working on open-source resources and tools, including WordPress and e-books.

Going forward, this should be a more explicit aspect of the next program review, as Ontario Tech has some dedicated central resources to support these initiatives. The

BA-EDST is exploring other options to develop and host OER resources at Ontario Tech for data ownership and privacy.

There are a number of BA graduates who are in key positions in the different support departments at Ontario Tech. This activity will be reviewed and assessed in upcoming program reviews.

A continued emphasis on the development of a co-created digital space to allow for the incorporation of a wide variety of tools will be encouraged within the BA in ESDT program.

Dean's Response

The Program is following the university's lead in developing and using Open-Educational Resources. As the IAT note noted, the Faculty and Program have been building our digital presence and infrastructure since the program's start. Students finish the program with extensive skills in a broad range of digital technologies. The Faculty continues to push the frontier of meaningful and innovative technology use and are leaders at Ontario Tech University.

The Program Director is formally exploring OER best practices and will help to disseminate this information to the program and the instructors to maximize impact.

Recommendation 11

The University must address the outstanding items in the Gap Analysis dated from 2012 to ensure the inclusion of online learners as legitimate members of the University Community and to bring its practices into alignment with its University Academic-Research Plan.

IAT's Response

The BA EDST Program Director will revisit the 2012 Gap analysis with appropriate University departments to determine how online students can best be supported. Specific items include

- re-evaluation of accessibility needs for online students and a clearer determination of their requirements for working online (e.g. someone taking notes is not necessary with this program as it already accommodates students this way).
- fee structures for students who are not on campus
- revisions to the present course evaluations to reflect online courses

Dean's Response

In 2022, the BA team will address outstanding items in the 2012 Gap Analysis. It is worth noting that many of the original challenges were based on our program being fully online. Because of Covid-19, the university's approach to and acceptance of online courses and programs has changed dramatically.

Recommendation 12

We recommend that a student representative(s) provide input on the Gap Analysis review and to ensure their input is provided on ways to solicit authentic and representative input for any internal program reviews. If undergraduate (and graduate) student representatives are not already included in program (or department meetings, when appropriate), then this should be implemented.

IAT's Response

Students have been and will continue to be invited for reviews. For the present self-study, 50% of the representatives on the committee were students or graduates of the program.

The Faculty will move to include more student representation at program meetings.

Dean's Response

Student involvement is critical to the success of our program. The Faculty is currently forming a student association for BA students and an EDI committee to ensure student input into all major decisions about the BA program.

Recommendation 13

We recommend partnerships within and beyond the campus to provide workplace co-ops/internships, work-study, and volunteer opportunities as part of coursework.

IAT's Response

The Program will explore possible options for an internship and co-op opportunities working with community partners and business partners. In this endeavour, the Program will partner with Ontario Tech's employment center as well as community partners and investigate micro-credentials and other possibilities for students.

Dean's Response

A four-year BA degree in Educational Studies, including an internship component, is also in development. Students from the pathways program will be able to take this course.

Recommendation 14

Only if/when faculty capacity is available through hiring, a large undergraduate course could be developed and offered to 1st and 2nd year learners from across campus to help develop their digital, networked, and open literacies. The revenue from this course could help to subsidize smaller classes in 3rd and 4th year.

IAT's Response

This suggestion could be investigated when the program has a direct entry first year and if capacity in the program is increased through hiring.

Presently, the BA in ESDT program is a bridging program that begins at Year 3 for BA students.

Dean's Response

The Faculty of Education plans to develop at least two large undergraduate elective courses. Planning of these courses will start in Spring 2022 in consultation with other faculties, with the courses expected to begin in 2023.

Plan of Action

The table below presents a timeline of the actions planned to address the recommendations from the external report.

Recommendation	Proposed Follow-Up	Timeline	Responsibility for Leading Follow Up*	Resources/Support Needed
Recommendation 1: The program should be more systematic in its program reviews with follow-through assessments of the impact of action plans with follow-up reports after intervals of one, three, and five years. The self-assessment process should receive support in obtaining the data required to conduct an evaluation (e.g., institutional analysis, surveys, focus groups, etc.)	<ul style="list-style-type: none"> Action 1 - Formally collect and summarize student feedback each term and each year (more comprehensive survey) 	Apr 2022	Dean and Program Director (BA)	<ul style="list-style-type: none"> Work-study student to summarize Funding from university and Faculty
	<ul style="list-style-type: none"> Action 2 - Update and revise current courses 	May 2022 - May 2023	Program Director (BA)	
Recommendation 2: The program requires a needs assessment to determine the best fit for the target learner population (e.g., higher education, k12, early childhood, workplace learning, language learning, etc.) and target pathways and marketing accordingly.	<ul style="list-style-type: none"> Action 3 - Conduct needs assessment for all specializations 	Mar 2022 - Sept 2023	Program Director (BA)	<ul style="list-style-type: none"> Work-study student
	<ul style="list-style-type: none"> Action 4 - Submit application to Institute for Performance and Learning 	Sept 2022	Dean and Program Director (BA)	<ul style="list-style-type: none"> None
Recommendation 3: Once the identity of the program is determined in terms of best fit for the target population(s), it requires support from the university in terms of marketing and promotion to support its rebranding.	<ul style="list-style-type: none"> Action 5 - Develop formal process for marketing and advertising while exploring new promotion opportunities 	Jan 2022 - Fall 2023	Dean and Program Director (BA)	<ul style="list-style-type: none"> University support in promotion Small budget for promotion from FED

<p>Recommendation 4: The program requires additional administrative support from or provided to area faculty for program development, oversight, input on sessional hiring, and conducting work pertaining to needs assessment, marketing, and more. In addition, administrative and advising support should be increased to reduce intensity of faculty and staff workload.</p>	<ul style="list-style-type: none"> • Action 6 - Monitor enrollment, conduct needs assessment for addition faculty and staff and submit recommendation to Provost 	Fall 2022 - Fall 2023	Dean	<ul style="list-style-type: none"> • None
<p>Recommendation 5: The University and Faculty need to address the representation of visible minorities in the program faculty and instructional staff (through preferential or targeted hiring) and in the learner community (admission pathways for inclusion). Equity, diversity, inclusion, and decolonization initiatives should be designed and implemented in concert with program redesign to ensure corresponding values are implemented in the courses and to ensure expertise is present in offering these specialty courses.</p>	<ul style="list-style-type: none"> • Action 7 - Adhere to EDI guidelines and prioritize diversity when hiring new faculty or staff 	Continuous practice	Dean OTU EDI Officer	<ul style="list-style-type: none"> • Extra resources for promoting new positions
	<ul style="list-style-type: none"> • Action 8 - Create EDI specialization and review EDI content for all courses 	Jan 2022 - Fall 2023	Program Director (BA) OTU EDI Officer OTU Indigenous Education Support	<ul style="list-style-type: none"> • Funding from Faculty for review (see Action 2 above)
	<ul style="list-style-type: none"> • Action 9 - Survey students to assess diversity in BA program 	Dec 2022 - Yearly survey	Program Director (BA)	<ul style="list-style-type: none"> • None
	<ul style="list-style-type: none"> • Action 10 - Develop BA EDI student committee 	Jan 2022	Designated FEd faculty member	<ul style="list-style-type: none"> • None

<p>Recommendation 6: The Faculty remove the program's thesis option in favour of a project-based and/or course completion option.</p>	<ul style="list-style-type: none"> • Action 11 - Make thesis optional 	Jan 2022	Program Director (BA)	<ul style="list-style-type: none"> • None
<p>Recommendation 7: The Faculty reorganized its course offerings and staffing in the program to reduce the reliance on sessional instructors, large class sizes, and emphasis on TA support, to increase its faculty-student ratio and faculty-sessional ratio to bring it into line with norms across Canada.</p>	<ul style="list-style-type: none"> • Action 12 (same as Action 6 above) - Monitor enrollment, conduct needs assessment for addition faculty and staff and submit recommendation for resources to Provost 	Fall 2022 - Fall 2023	Dean	<ul style="list-style-type: none"> • None
<p>Recommendation 8: The Faculty conduct a review of course offerings to modernize its program, review sequencing, establish prerequisites (e.g., making writing and inquiry courses as required in first year), and pathways that align to target populations as per needs assessment, and to create a clear plan for learners and administrative staff in creating multi-year cycles of offerings. Coursework must address a critical focus of technology, EDID, accessibility, and emerging topics. Consideration of the revisions to the program learning outcomes to broaden them should guide this process as well.</p>	<ul style="list-style-type: none"> • Action 13 - Phase 1 - Major program change to re-organize course and program structure 	Jan 2022 - Sept 2022	Dean and Program Director (BA)	<ul style="list-style-type: none"> • None
	<ul style="list-style-type: none"> • Action 14 - Phase 2- Revision of courses to upgrade titles, description, learning outcomes 	May 2022 - May 2023	Dean and Program Director (BA)	<ul style="list-style-type: none"> • Honorariums from Faculty to support review

<p>Recommendation 9: The Faculty strike a research and outreach committee or work with a Faculty or central research unit to improve the research-teaching connection, and explore creating research internships, undergraduate research awards, establishment of research chair positions for new faculty, and developing connections between learners and other research units on campus (e.g., AI, VR).</p>	<ul style="list-style-type: none"> • Action 15 - Develop public repository for student thesis and EEPs 	May 2022- May 2023	Dean and Program Director (BA)	<ul style="list-style-type: none"> • Work study student
	<ul style="list-style-type: none"> • Action 16 - Develop internship course(s) including research-based placements 	Mar 2022 - May 2023	Dean and Program Director (BA)	<ul style="list-style-type: none"> • None
<p>Recommendation 10: The University and Faculty work to install digital infrastructure that is required to support the program's pedagogical strengths and support its alignment with University Plans. Specifically, open-source tools are recommended to support learner portfolio development, data ownership and mobility (e.g., hosted Wordpress), and backchannel communication. Modernizing video conferencing infrastructure both on campus and online (e.g., shifting from Adobe Connect). Work-study positions could be explored to support learners in the implementation and support of these and other institutional tools for both the program and the campus. This could benefit the campus as well as a means to recruit staff for its learning technologies unit.</p>	<ul style="list-style-type: none"> • Action 17 - Research, promote and formalize OER practices in the BA program 	Mar 2022 - Fall 2023	Program Director (BA)	<ul style="list-style-type: none"> • None
	<ul style="list-style-type: none"> • Action 18 - Update video conferencing program to Zoom 	Sep 2021 - Continuous	Dean	<ul style="list-style-type: none"> • Faculty budget to support Zoom accounts

<p>Recommendation 11: The University must address the outstanding items in the Gap Analysis dated from 2012 to ensure the inclusion of online learners as legitimate members of the University Community and to bring its practices into alignment with its University Academic-Research Plan.</p>	<ul style="list-style-type: none"> • Action 19 - Address remain items in 2012 Gap analysis 	<p>Sep 2021- Sep 2023</p>	<p>Program Direction (BA)</p>	<ul style="list-style-type: none"> • Work study student
<p>Recommendation 12: A student representative(s) provide input on the Gap Analysis review and to ensure their input is provided on ways to solicit authentic and representative input for any internal program reviews. If undergraduate (and graduate) student representatives are not already included in program (or department meetings, when appropriate), then this should be implemented.</p>	<ul style="list-style-type: none"> • Action 20 - Create student EDI committee 	<p>Jan 2022</p>	<p>Designated FEd faculty member</p>	<ul style="list-style-type: none"> • None
	<ul style="list-style-type: none"> • Action 21 - Create student association for BA students 	<p>Sept 2022</p>	<p>Program Director (BA) Senior Academic Advisor</p>	<ul style="list-style-type: none"> • None
<p>Recommendation 13: Investigate and establish partnerships within and beyond the campus to provide workplace co-ops/internships, work-study, and volunteer opportunities as part of coursework.</p>	<ul style="list-style-type: none"> • Action 22 - Develop 4-year Educational Studies program 	<p>Feb 2022 - Sept 2023</p>	<p>Dean and Program Director (BA)</p>	<ul style="list-style-type: none"> • Possible resources to support program once established

<p>Recommendation 14: Only if/when faculty capacity is available through hiring, a large undergraduate course could be developed and offered to 1st and 2nd year learners from across campus to help develop their digital, networked, and open literacies.</p>	<ul style="list-style-type: none"> • Action 23 - Develop two large scale electives for the university 	<p>Feb 2022- Sept 2023</p>	<p>Dean</p>	<ul style="list-style-type: none"> • Two course releases from Faculty budget
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*The Dean of the Faculty, in consultation with the Program Review Chair shall be responsible for monitoring the Implementation Plan. The details of progress made will be presented to the Academic Resource Committee, Academic Council and the Board of Governors and filed in the Office of the Provost and Vice-President (Academic).

Due Date for 18-Month Follow-up on Plan of Action: July 2023

Date of Next Cyclical Review: 2026-2028 review cycle



Cyclical Program Review: Summary of program learning outcome enhancements

[This form should be used in cases where program learning outcomes have been enhanced for an existing undergraduate or graduate program. These updated program learning outcomes should be the result of a program review and have been developed with guidance from CIQE. This form will be appended to the Final Assessment Report]

Faculty: Faculty of Education	
Program: Bachelor of Arts in Educational Studies and Digital Technology (BA ESDT) Undergraduate Diploma in Designing Adult Learning for the Digital Age (ALDA)	
Review year: 2020-2022	
Undergraduate: <input checked="" type="checkbox"/>	Graduate: <input type="checkbox"/>

Original program learning outcome(s): (Provide all of the initial program learning outcomes)

- Explain the rate of technology development and its adoption in society.
- Apply teaching strategies best suited to the needs of adult learners in digital environments.
- Apply theoretical and practical knowledge of educational assessment to online adult education.
- Plan online learning approaches for adults that focus on real and meaningful activities.
- Analyze the social, psychological and administrative issues that shape the application of digital technologies to teaching and learning.
- Critically evaluate how technology fits with models of adult learning.

Total number of original outcomes: 6

Proposed enhanced learning outcomes: (Updated outcomes as a result of the program review learning outcome workshops)

- Identify the historical and current trends of technology development and predict their effects on society.
- Develop learner-centred environments best suited to facilitate the needs of learners in digital spaces.
- Use constructivist theory to apply experiential and practical knowledge to online education.
- Plan Problem-Based Learning approaches that focus on authentic activities.
- Critically analyze the social, psychological and administrative issues that shape the integration of digital.
- Critically evaluate how technology reflexively affects models of learning.

Total number of enhanced outcomes: 6

Have the enhanced outcomes been mapped to the degree-level expectations (DLEs)?

Yes No

If no, this should be completed no later than:

Are you providing any additional supporting documents? Yes No

If yes, which (list all)?

UDLE alignment map available upon request from CIQE.

CIQE INTERNAL APPROVAL

Appended to FAR	
FAR approved by USC/GSC	
Final Approved FAR & Outcomes Posted and sent to Faculty	

	Identify the historical and current trends of technology development and predict their effects on society.	Develop learner-centred environments best suited to facilitate the needs of learners in digital spaces.	Use constructivist theory to apply experiential and practical knowledge to online education.	Plan PBL approaches that focus on authentic activities.	Critically analyze the social, psychological and administrative issues that shape the integration of digital technologies in learning environments.	Critically evaluate how technology reflexively affects models of learning.
Depth and Breadth of Knowledge	X	X	X	X	X	X
Knowledge of methodologies- An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:	X		X	X		X
Application of Knowledge-The ability to review, present and critically evaluate qualitative and quantitative information to:			X	X	X	X
Communication Skills		X		X	X	
Awareness of limits of knowledge	X		X	X		
Autonomy and professional capacity- Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:	X	X		X	X	