

## ACADEMIC COUNCIL REPORT

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### ACTION REQUESTED:

Recommendation   
Decision   
Discussion/Direction   
Information

**DATE:** 23 January 2024

**FROM:** Undergraduate Studies Committee

**SUBJECT:** Cyclical Program Review Executive Summary and Program Learning Outcomes – Bachelor of Health Science

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### COMMITTEE MANDATE:

In accordance with Article 8 of the Ontario Tech University Institutional Quality Assurance Process (IQAP) Cyclical Review (CPR) and Auditing Procedures, the appropriate standing committee of Academic Council (USC or GSC) is responsible for approving the Final Assessment Report (FAR), Executive Summary, and Implementation Plan (IP) resulting from the Review.

Additionally, in accordance with Article 6 of the IQAP Curriculum Change Procedures, editorial revisions to Program Learning Outcomes are considered Minor Program Adjustments and are sent to the standing committee for approval.

### BACKGROUND/CONTEXT & RATIONALE:

In academic years 2020-2022 a program review was scheduled for the Bachelor of Health Science (Health Science and Kinesiology programs). The site visit was conducted in May 2023. Following receipt of the External Examiners Report, the Dean and Program respond and an IP is prepared by the Dean. This IP is presented to the Academic Resource Committee for review and further follow-up. At the completion of a CPR the appropriate standing committee of Academic Council (USC or GSC) will review and approve the FAR, Executive Summary, and IP that synthesize the recommendations resulting from the review, identify the strengths of the program as well as the opportunities for program improvement and enhancement, and outline the agreed-upon plans for this improvement.

### 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. The Academic Resource Committee has reviewed the resources identified in the IP.

### 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.

**CONSULTATION AND APPROVAL:**

The Academic Resource Committee Reviewed the Implementation Plan on 21 August 2023. The Implementation Plan was presented to FHSc Faculty Council on 4 October 2023. The Final Assessment Report, Executive Summary, Implementation Plan, and revised learning outcomes were approved at Undergraduate Studies Committee on 21 November 2023.

**NEXT STEPS:**

- Following presentation of the Executive Summary and IP to Academic Council and the Board of Governors, a Final Assessment Report (FAR), the Executive Summary, and the IP 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.
- The FAR, Executive Summary, and IP will be provided to the Faculty, through the Dean, to serve as the basis for the continuous improvement and monitoring of the program. A report from the program outlining the progress that has been made in implementing the recommendations will be put forward in eighteen months' time.

**SUPPORTING REFERENCE MATERIALS:**

- Executive Summary
- Implementation Plan
- PLO Enhancement – Health Science
- PLO Enhancement - Kinesiology



### 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]

<b>Faculty:</b> Health Science	
<b>Program:</b> Health Science (and specializations)	
<b>Review year:</b> 2020-2022	
<b>Undergraduate:</b> <input checked="" type="checkbox"/>	<b>Graduate:</b> <input type="checkbox"/>

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

- Apply knowledge of biological, physical and social sciences to specific areas of practice in the health sector.
- Contribute to research projects and collaborate with others in order to address significant problems to advance the state of knowledge and practice for specific health sector situations.
- Utilize a systems approach in understanding and using the integration and co-operation of all of the agencies in the health care sector.
- Make use of information technology to address problems, and to acquire, process and present information that supports health sector decisions.
- Understand the influences on and consequences of decisions at various levels in the health sector including the health care economy and marketplace, health care services and patient care.
- Understand the social, cultural, ethical, environmental, safety and economical considerations for and consequences of health sector decisions in local, national and global contexts.
- Communicate effectively in written, spoken and visual form with clients, members of the health care team, technical experts, colleagues and members of the general public.
- Utilize strong independent learning and analytical skills
- Recognize and value the alternative outlooks that people from various social, ethnic and religious backgrounds may bring to a variety of practice settings in the health care sector
- Understand and value the roles, expertise, and perspective of the significant stakeholders in the healthcare system including the members of the health care team
- Comply with the norms, values, guidelines, codes of conduct, relevant professional codes, and ethical requirements in the workplace
- Appreciate the importance of new and emerging technologies and information and utilize strategies needed for life-long learning.
- Utilize fundamental skills and strategies to plan, implement, evaluate, and share results of academic and workplace projects and programs.
- Display well-developed collaborative and interpersonal skills in team environments.

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**Total number of original outcomes: 14**

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

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|---|
| <ul style="list-style-type: none"><li>• Apply knowledge of biological, physical and social sciences to areas of health.</li><li>• Identify ways technology and data can impact understanding of human health outcomes and determinants.</li><li>• Appraise the role of policy, systems, and services in the promotion of human health.</li><li>• Evaluate equity, diversity and inclusivity principles for personal and societal health.</li><li>• Assess and demonstrate ethical decision-making both professionally and personally.</li><li>• Apply research skills and critically evaluate health information.</li><li>• Communicate health concepts effectively in written, spoken and visual form in both personal and professional forums.</li><li>• Display collaboration skills that will enhance relationships with health and community stakeholders.</li></ul> |
|---|

**Total number of enhanced outcomes: 8**

**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.
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**CIQE INTERNAL APPROVAL**

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





### 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]

<b>Faculty:</b> Health Science	
<b>Program:</b> Kinesiology	
<b>Review year:</b> 2020-2022	
<b>Undergraduate:</b> <input checked="" type="checkbox"/>	<b>Graduate:</b> <input type="checkbox"/>

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

<p><b>Core Knowledge</b></p> <ul style="list-style-type: none"><li>· Understand human physiological processes</li><li>· Recognize and evaluate human performance from multiple perspectives</li><li>· Assess and evaluate human movement</li><li>· Interpret, synthesize and integrate knowledge related to the field of kinesiology in a variety of contexts</li><li>· Identify the diversity of human movement from a multi-disciplinary perspective</li></ul> <p><b>Applied Knowledge</b></p> <ul style="list-style-type: none"><li>· Apply theoretical knowledge into practical settings</li><li>· Recognize the diversity of populations and adapt the practice of kinesiology accordingly</li><li>· Use appropriate tools in the practice of kinesiology</li></ul> <p><b>Communication</b></p> <ul style="list-style-type: none"><li>· Demonstrate the use of effective communication strategies with the public and professionals from within the field of kinesiology</li><li>· Communicate and understand the scope of kinesiology</li></ul>
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**Professionalism**

- Explain professional identity and advocate on its behalf
- Demonstrate professionalism, critical thinking and communication skills in a variety of settings
- Critically analyze new knowledge and integrate it into practice to ensure lifelong learning
- Integrate knowledge in a variety of kinesiology disciplines
- Demonstrate ethical practices

**Total number of original outcomes: 15**

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

- Examine acute and chronic human anatomical, biomechanical and physiological responses that relate to human movement.
- Assess sociocultural and psychological factors as they relate to human movement.
- Differentiate biophysical and sociocultural factors that affect human movement and ability levels across the lifespan.
- Evaluate human movement and design evidence-based interventions in diverse populations and settings
- Assess and implement strategies to promote human movement at the individual and population level.
- Use effective oral, visual, and written strategies to communicate human movement knowledge and methods to diverse stakeholders.
- Demonstrate ethical decision-making in a human movement setting.
- Recognize the impact of equity, diversity, and inclusion on human movement.
- Demonstrate collaborative skills that enhance interpersonal relationships in human movement settings.
- Apply research skills and critically evaluate health information.

**Total number of enhanced outcomes: 10**

**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	





**IMPLEMENTATION PLAN**  
**July 10, 2023**  
**Bachelor of Health Science [with Kinesiology]**  
**Program Review**  
**Prepared by: Carol D Rodgers, PhD**

The Implementation Plan is a critical outcome of the Cyclical Program Review process. The Dean solicits feedback on the Implementation Plan through Faculty Council and the plan is reviewed by the Provost, through the Resource Committee, to examine resource implications and allocations. A Final Assessment Report (FAR) and Executive Summary are prepared synthesizing the program review reports and responses, following review of the Implementation Plan by the Resource Committee. The plan proceeds through Ontario Tech’s governance process and is posted on the corporate website.

The table below presents a timeline of the follow-up and resource requirements addressing the recommendations from the external reviewers’ report.

	<b>Recommendation</b> <i>(corresponding # from reviewers’ report)</i>	<b>Action Item(s)</b>	<b>Specify role of person responsible</b>	<b>Timeline for action and monitoring</b>	<b>Resource Requirements</b>
1.	Program Identity - The Dean of the Faculty of Health Sciences has scheduled a retreat with faculty and administrative staff to discuss program goals, Strengths, weaknesses, and opportunities and generate a renewed sense of community. A follow up retreat that includes students is recommended.	Organize program specific focus groups with students to discuss program goals, strengths, and opportunities.	Associate Dean Undergraduate Studies, BHSc and KIN program directors.	Discussion focus/ questions to be developed Fall, 2023 with focus groups to take place during Winter 2024.	

2.	<p>Marketing – It was noted that Student Services has some information about careers that graduates are pursuing and a meeting between Student Services and Bachelor of Health Science (Honours) faculty and staff is recommended to highlight these areas.</p> <p>A survey of Health Sciences graduates is essential to understand program effectiveness and how graduates are contributing to the health industry, and is strongly recommended to proceed as soon as possible.</p> <p>As part of this recommendation, a meeting between the Faculty of Health Science Dean, faculty, and administrative staff representatives with senior university administration is recommended to discuss marketing strategies that are inclusive and accurately reflect the program goals. This must include a discussion of the potential for graduates in Human Health and Public Health to contribute to the health industry beyond professional health programs (e.g., graduate programs in biomedical sciences, policy analysts, research coordinators, addiction workers, community programmers and other services under the guidance of regulated professionals). Moreover, “Medicine” should be removed as a general classification to market these programs.</p>	<p>Organize program specific meetings with student services to discuss careers being pursued.</p> <p>Develop and administer an exit survey.</p> <p>Arrange a meeting with Communications and Marketing, and Recruitment to discuss more inclusive marketing.</p>	<p>Associate Dean Undergraduate Studies, BHSc and KIN program directors.</p> <p>Associate Dean Undergraduate Studies, BHSc and KIN program directors.</p> <p>Dean, Associate Dean Undergraduate Studies, BHSc and KIN program directors.</p>	<p>Fall 2023 meeting with Student Services with individual programs to discussing careers being pursued. Can occur at a regularly scheduled program meeting.</p> <p>Fall/Winter 2023/2024 develop survey with goal to administer to 2024 graduating class.</p> <p>Winter 2024</p> <p>Have already requested the use of Health Sciences and Medicine in all marketing materials [vs. Medicine and Health; Health and Medicine]</p>	<p>Student Services</p> <p>Survey development and administration support.</p> <p>Communications and Marketing resources</p>
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3.	<p>Administrative load - Due to the limited number of faculty and administrative staff and the numerous roles and responsibilities that are being undertaken within the University structure, the sustainability of this pace and work tolerance will serve as a threat and limitation to future growth. The loss of faculty or staff will add a significant burden to individuals that are already overburdened. As the University has grown in recent years, there has apparently been no concomitant increase in administrative staff including those attending to this program and the Faculty of Health Sciences. We recognize that meetings are ongoing to address the faculty and administrative support shortfalls, and this is a high priority. Recommend review of faculty and staff resources to reduce threat from a potential loss of individuals. For example, a new hire in the area of Kinesiology should consider someone with the appropriate academic qualifications but also with practical and real-world experience in Kinesiology or that is a Registered Kinesiologist.</p>	<p>Conduct Administrative Staff Review.</p> <p>Replace vacant BHSc and KIN positions</p> <p>Dean to discuss KIN faculty complement with Provost</p>	<p>Dean, Associate Dean Undergraduate Studies, Director Planning and Operations.</p> <p>Dean</p> <p>Dean</p>	<p>Administrative staff review completed – pending formalization of positions – Fall, 2023</p> <p>Faculty Hires – 2023 completed [1 KIN and 1 FHSc vacancy]; others to be conducted as vacancies arise in 2023/2024.</p> <p>Fall 2023/Winter 2024 as part of larger faculty complement planning discussions.</p>	
4.	<p>Elective courses - Explore and facilitate the opportunity to allow students to take elective courses from other Faculties to enhance their training.</p>	<p>Review elective courses that are taken outside FHSc by BHSc and KIN students</p> <p>Explore options for BHSc students to take KIN electives</p>	<p>Associate Dean Undergraduate Studies/Dean's Office</p> <p>Associate Dean Undergraduate Studies, BHSc and KIN program directors.</p>	<p>Fall 2023</p> <p>Winter, 2024</p>	

\*The Dean shall be responsible for monitoring and reporting on the Implementation Plan.

## Recommendations not Addressed and Rationale

#	Recommendation not Addressed	Rationale
1	Marketing must be conducted outside of the provincial region, and across the province, Canada, and neighbouring states. Consideration of more international advertising of these programs may be something to explore as possible revenue sources.	Not within direct FHSc purview. Coordinated centrally.
5	Funding - Given the limited financial resources available to the University and how these funds must support capital expenditures and staffing, developing of fund generating activities, e.g., a capital campaign to fund new capital projects, is recommended so that the limited University resources may be utilized for staffing needs. For example, capital funds to develop the 5th floor of the centre would bring more Health Science faculty in closer proximity to other faculty and enhance a sense of community for the faculty, administration, and students.	Outside the scope of FHSc – can support but FHSc doesn't determine university capital project priorities

**Due Date for 18-Month Follow-up Report:** February 3, 2025

**Date of Next Cyclical Review:** 2028-2030\*\*

\*\*BHSc (including specializations) and Kinesiology to be reviewed separately.



## FINAL ASSESSMENT REPORT Executive Summary Cyclical Program Review

<b>Degree Program:</b>	<b>Bachelor of Health Science</b>
<b>Components:</b>	<b>Human Health Sciences specialization Public Health specialization Kinesiology major</b>
<b>Dean:</b>	<b>Dr. Carol Rodgers</b>
<b>Date:</b>	<b>October 2 2023</b>

Under Ontario Tech University's Institutional Quality Assurance Process (IQAP) and the Ontario Quality Assurance Framework (QAF), all programs are subject to a comprehensive review at least/at minimum every eight years to ensure that they continue to meet provincial quality assurance requirements and to support their ongoing rigour and coherence.

In academic years 2020-2022, a program review was scheduled for Bachelor of Health Science. This is the second program review for this program. A timeline of the review is provided below.

<b>Program Review Timeline</b>	<b>Date</b>
Program Review start date:	December 8, 2020
Self Study submitted/approved:	October 5, 2022
Site Visit:	May 2-5, 2023
External Reviewers Report received:	May 30, 2023
Program Response received:	June 30, 2023
Decanal Response received:	July 10, 2023

Based on the self-study, the reviewers were asked to consider the program’s objectives, structure, and administrative aspects of the program. The external reviewers noted the difficulty in assessing objectives, due to a lack of graduate data and unclear program/degree goals. The reviewers strongly encouraged graduate surveys be conducted to better understand what jobs/fields the students are working in, and to determine whether program goals are being met. The reviewers confirmed that program level learning outcomes are being met, and curriculum for the health science specializations address their disciplines well.

The site visit took place on **May 2-5, 2023**.

The review consisted of two external reviewers. During the virtual site visit, the reviewers met members of the Faculty as well as key stakeholders at the University; including:

- Dr. Lori Livingston, Provost
- Dr. Carol Rodgers – Dean of Health Sciences
- Dr. Mika Nonoyama – IAT Chair
- Dr. Otto Sanchez – Associate Dean, undergraduate programs
- Dr. Brenda Gamble – Program Director
- Dr. Nick La Delfa – Program Director
- Staff from the Faculty of Health Sciences
- Sarah Rasile - Director, Student Success (Student Life)
- Stephen Thickett – Director, Planning and Operations (Student Life)
- Emily Tufts – Associate University Librarian
- Internal Assessment Team members
- Students in the Faculty of Health Sciences

The external reviewers presented five recommendations identifying specific steps to be taken to improve the program. The reviewers highlighted areas of improvement in program identity, marketing strategy, administrative loads, elective options, and funding initiatives. The prioritized list of recommendations is available in the Implementation Plan.

A Final Assessment Report (FAR) has been prepared to synthesize the reports and recommendations resulting from the review, identifying the strengths of the program as well as the opportunities for program improvement and enhancement. The Implementation Plan (IP) presents a timeline of the follow-up and resource requirements addressing the recommendations from the external reviewers’ report. Both documents, accompanied by this Executive Summary (ES), will be delivered to the appropriate standing committee of Academic Council (USC/GSC) and approved on **October 17, 2023**.

Governance	Document(s)	Type of review	Date
Faculty Council	IP	Feedback	Oct 4, 2023

Resource Committee	IP	Resource review	August 21, 2023
USC/GSC	FAR, ES, IP	Approval	Nov 21, 2023
Quality Council	FAR, ES, IP	QAF requirement	
Academic Council	ES, IP	For information	
Board of Governors	ES, IP	For information	
Corporate Website	ES, IP	QAF requirement	

**Due Date for 18-Month Follow-up Report: February 3, 2025**

**Date of Next Cyclical Review: 2028-2030**

**Timeframe for associated site visit: Fall 2029**