



SELF STUDY REPORT

CYCLICAL REVIEW OF UNDERGRADUATE DEGREE PROGRAM

Degree Program:
Components: (i.e. specializations, pathways, Co-op, etc.)
Internal Assessment Team (IAT): <i>(Include all IAT members - faculty, staff, and student(s). The members listed here must correspond to the list approved by the Provost. Contact CIQE to verify the members correspond or to request the form to update the IAT.)</i>
Date:
Dean(s) approval (sign and date)*:
<i>*The Dean's signature acknowledges that they have reviewed the self-study document and found that it adequately addresses the evaluation criteria set out by the Quality Council.</i>

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1. INTRODUCTION

1.1 Description of the University

The University of Ontario Institute of Technology, branded in 2019 as Ontario Tech University, is located in Oshawa, Ontario. The university officially came into being on June 27, 2002, with the legislature's passage of Bill 109, Schedule O, the University of Ontario Institute of Technology Act, 2002. One of the newest universities in Canada, we welcomed our first class of students in September 2003. We now have over 10,000 undergraduate and graduate students as well as over 23,500 alumni. Ontario Tech University uses the latest technology to enhance learning and give students a competitive edge in tomorrow's workplace.

Vision

Embracing technology with a conscience to advance knowledge and promote sustainability.

Mission

We equip future leaders to solve complex problems.

We respond to the needs of students, and the evolving world, by providing superior undergraduate, graduate, and lifelong learning experiences. To this end, 'what we do' to achieve our mission and to 'tell our story' is guided by a community-focused approach on our strategic priorities:

- **Tech with a conscience:** Innovating to improve lives and the planet by incorporating technology-enhanced learning strategies, and promoting the ethical development and use of technology for good through intensive research and inquiry.
- **Learning re-imagined:** Co-creating knowledge by adapting to the ever-changing educational landscape through the provision of flexible and dynamic learning and research opportunities.
- **Creating a sticky campus:** Cultivating student- and community-centric engagement opportunities by encouraging an inclusive culture for our institution through online and on-campus activities.
- **Partnerships:** Uncovering innovative solutions for their most pressing problems through purposeful research and collaboration with industry, community, government and academic partners especially as it relates to all facets of global sustainability and well-being.

Values

Ontario Tech is a place where every person belongs and is free to grow their skillsets and mindsets.

We cultivate lasting relationships through:

- **Integrity:** Supporting a culture of trust and belonging by consistently promoting equity, fairness, kindness and ethics.
- **Inclusion:** Advancing a learning community where we achieve success by prioritizing reconciliation, valuing diversity and eradicating discrimination and hate.
- **Intellectual resilience:** Pursuing excellence in all that we do by respecting different points of view and engaging constructively when exploring ideas and advancing knowledge.
- **Innovation:** Inspiring world-changing ideas by re-imagining learning and in so doing, fostering an environment that provokes curiosity, creativity, ingenuity and failure while stimulating growth.

Faculties

- Business and Information Technology;
- Education;
- Engineering and Applied Science;
- Health Sciences;
- Science; and
- Social Science and Humanities.

1.2 The Faculty of <FACULTY NAME>

(Insert a brief description of your overall Faculty here, mission, vision, strategic direction.)

1.2.1 <FACULTY NAME> Programs at Ontario Tech University

(Briefly outline all of the programs offered by the Faculty.)

1.3 Description of the Program

- *Information on the program's basic structure, including details on specializations or other degree options.*
- *A brief discussion of the way the program is governed, what committees are used.*
- *Where more than one unit is responsible for a degree program describe how the units work together.*
Remember that if you are reviewing more than one program in this self-study, you need to address all programs **equally (i.e. corresponding Undergraduate Diploma).*

1.3.1 Background on the Program

- *Provide a brief background on the program, when it was started, any major changes to the program.*
- *Outline all modes of delivery, locations and components.*

1.3.2 Career Opportunities

(Outline potential career opportunities for graduates of the program.)

1.3.3 Relationship to the University Mission, Vision, and the Integrated Academic-Research Plan

(Description of how the program fits into the broad array of program offerings, particularly those areas of teaching and research strengths and complementary areas of study.

Further evidence of the Program's Objectives fit with the mission, mandate and integrated academic-research plans of the university and Faculty. You can find the [2021-2023 Integrated Academic-Research Plan here](#). Program objectives are usually clear and concise statements that describe the goals of the program, and may, where relevant also define the broad goals of each of the various tracks, streams, or concentrations within the program, in addition to any over-arching goals common to the program as a whole. Program objectives are often broader in scope than the program-level learning outcomes and may be realized through students' achievement of a cluster of program-level learning outcomes. More information about [Program Objectives and Program-level Learning Outcomes is available here](#).)

1.4 Preparation of the Self Study

(Provide a brief description of the process by which the self study was prepared including faculty, staff, and student input and involvement.)

1.4.1 Areas of Focus

(Provide a bulleted list of any particular areas you would like feedback on as part of the review. Please consult with the Dean(s) and faculty when building this section.)

1.4.2 Previous Cyclical Reviews

(Outline any concerns and recommendations raised in the most recent review of the program (if applicable) and actions taken or not taken and why.)

2. PROGRAM REQUIREMENTS, EVALUATION, AND ASSESSMENT

2.1 Program Learning Outcomes

*(Each program has **existing** learning outcomes. As part of the cyclical review process, the IAT will review and enhance the PLOs and map them to the Degree Level Expectations (DLE) with guidance from CIQE and the TLC. DLEs are set by the Ontario Council of Academic Vice-Presidents and should **not** be modified. For the list of and more information on these expectations, [including a detailed description, visit the Quality Council website.](#))*

(Provide an outline of the participants and activities involved in the review and enhancement of the existing program learning outcomes. This may include scheduled sessions with the TLC and CIQE, specific dates and activities, meetings with the IAT to discuss, Jamboards, student involvement in the process, etc.)

2.1.1 Reflections on the existing program learning outcomes and assessment

(In the box below, list the existing PLOs and corresponding [DLEs](#) that have been serving the program either since the last cyclical program review. If the program hasn't gone through a review yet, provide the PLOs from when the program was developed.)

***An example is outlined in purple and can be removed.**

The following program learning outcomes are the <u>existing</u> outcomes that have served the program over the last several years			
Existing Program Learning Outcomes	Degree Level Expectation (DLE)	Relevant courses (course code and course title)	Assessment of Learning Outcomes (e.g. test, rubric, self-assessment, etc.)
<i>Adapt conventional models of safety from multiple disciplines in order to reflect and answer quality assurance challenges within health management.</i>	<ul style="list-style-type: none"> <i>Depth and breadth of knowledge</i> <i>Knowledge of methodologies</i> 	<i>HSCI 4567 Quality Assurance in Health HSCI 4460 Principles of health management.</i>	<i>Rubric for oral presentation Test/Defense</i>

- *How have the existing program learning outcomes served the program up until this point? Comment on any gaps identified or irrelevancies in the existing PLOs.*
- *Were the program requirements and associated learning outcomes clear and appropriate for addressing the degree level expectations? Were they specific and measurable? Comment on any areas needing revision to learning outcomes in light of the above.*
- *How have graduates of the program demonstrated achievement of the learning outcomes?*

2.1.2 Looking forward: Program learning outcome enhancements
(In the box below, list the revised, proposed enhanced program learning outcomes that were developed as a result of the program review learning outcome sessions.)

**An example is outlined in purple and can be removed.*

The following program learning outcomes have been <u>enhanced</u> to guide the program over the next seven years			
Enhanced Program Learning Outcomes	Degree Level Expectation (DLE)	Relevant courses (course code and course title)	Assessment of Learning Outcomes (e.g. test, rubric, self-assessment, etc.)
<i>Adapt conventional models of safety from multiple disciplines in order to reflect and answer quality assurance challenges within health management.</i>	<ul style="list-style-type: none"> • <i>Depth and breadth of knowledge</i> • <i>Knowledge of methodologies</i> 	<i>HSCI 4567 Quality Assurance in Health HSCI 4460 Principles of health management.</i>	<i>Rubric for oral presentation Test/Defense</i>

- *Are the program requirements and associated learning outcomes clear and appropriate for addressing the degree level expectations?*
- *How will graduates of the program demonstrate achievement of the learning outcomes?*
- *Relate the methods of assessing students to the degree level expectations and program and course learning outcomes. Explain how evaluation strategies are based on learning outcomes for the course, level and program. Include information on laboratory and practicum evaluations if applicable.*
- *During the program learning outcome enhancement process, were the statements revised with an equity, diversity, inclusion and decolonization lens? Please explain. (refer to section 2.2.6 for additional context)*
- *With support from the CIQE office in conjunction with the Teaching and Learning Centre (TLC), complete the mapping table in Appendix C.*

For the full corresponding enhanced program learning outcomes and DLE alignment map, please see Appendix C.

2.2 Program Structure

2.2.1 Program map

(Include the program map, rationale behind program map, any special notes – electives and breadth, progression requirements.)

2.2.2 Applied experiential learning opportunities

(Indicate any applied learning within the program, advantages for students, challenges.)

2.2.3 Current State of the Discipline

- *In what ways does the curriculum reflect the current state of the discipline or area of study?*
- *What are the unique curriculum or program innovation or creative components in the content and/or delivery of the program relative to other such programs?*

2.2.4 Innovative or creative aspects of the program design and delivery

(Highlight any innovative aspects of the program. Provide information on any relationships the program may have with external organizations or institutions. Examples may include: year abroad programs, partnerships, or joint programs with colleges or universities, etc.)

2.2.5 Reflections on the program structure

- *Comments on the structure for the external reviewers to note – recent changes, courses where students are struggling, areas of the program map that may need revision, etc.*

- *Comment on the program's structure and the mode(s) of delivery utilized in the program in meeting program objectives, and in facilitate students' successful achievement of the program-level learning objectives.*
- *Include examples of student work in various components of the program to demonstrate the learning achieved, if applicable.)*

2.2.6 Equity, Diversity, Inclusion, and Decolonization

Describe how the principles of Equity, Diversity, Inclusion, and Decolonization have been considered:

- *Does the program contain concepts, materials, or resources from scholars/professionals who are part of one or more historically marginalized groups?*
- *Are multiple perspectives represented in the program, such as those offered by those who are Indigenous, Black, Persons of Colour, and/or 2SLGBTQIA+?*
- *Is accessibility considered? More specifically, are the needs of students with disabilities being integrated into the program (e.g., the ways that students are asked to demonstrate their learning)?*
- *Does the program provide space to allow for the discussion of other viewpoints outside the "dominant, Western narrative"?*
- *Have the principles of [Universal Design](#) been considered?*

2.3 Admissions and Enrolment

2.3.1 Admission requirements to the program

<Insert Section 2.3.1 Charts Here>

(Outline the admission requirements for the program and any comments on if they need to be revisited. Are the admission requirements appropriately aligned with the learning outcomes established for the completion of the program?)

2.3.2 Prior learning experience

(If applicable, are students credited for prior learning?)

2.3.3 Program applications and offers

<Insert Section 2.3.3 Charts Here>

(Comment on if this in line with expectations from the Faculty?)

2.3.4 Enrolment trends and challenges

<Insert Section 2.3.4 Charts Here>

(Examine indicators of demand, any anticipated changes, any restrictions on enrolment? Relate this to the strategic plan for the university and the Faculty. Use the data indicators to analyse the characteristics of incoming students. Compare this with other Ontario Tech University programs and with programs in the same discipline at other universities as appropriate and where available.)

2.4 Program Content

2.4.1 Student retention

<Insert Section 2.4.1 Charts Here>

(Comment on student retention. For example, are there trends in the attrition ie after 1st year?)

2.4.2 Quality of the student experience

(What do students think about the program? Use feedback from student surveys, consult the Academic Advising Unit for feedback they may have received directly, consult the student member(s) of your assessment team, etc.)

2.4.3 Student Performance

<Insert Section 2.4.3 Charts Here>

(Provide comments on notable achievements of graduates, time to completion or anomalies. Comment on whether the results are good, poor and where improvements could be made.)

2.4.4 Academic Awards and Student Achievements

<Insert Section 2.4.4 Chart(s) Here>

(Provide additional internal data the program may have. Comment on and highlight any notable achievements.)

2.4.5 Postgraduate Study and Employment Rates

(Where data is available we will provide this. Please provide any supplementary data you may have. Provide comments on the data.)

2.5 Reflections on the Program

2.5.1 Challenges

(Highlight overall challenges of the program discovered through preparing the self study.)

2.5.2 Strengths

(Highlight overall strengths of the program discovered through preparing the self study.)

3. RESOURCES

(Is the unit's utilization of the existing human/physical/financial resources appropriate and effective in delivering the program?)

Include comments/discussion on the number and quality of faculty who actively participate in the delivery of the program, achieve the goals of the program and foster the appropriate academic environment. If applicable, discuss the role of sessional/limited term appointments used in the delivery of the program.)

3.1 Faculty Members

(Complete the tables below. Summarize the percentages of TTT or TF and sessionals or academic associates.)

TTT or TF & Expertise	Professors' Educational Background	Professional Related Experience	Courses Taught
Example: Smith, Bob <ul style="list-style-type: none"> • Healthcare in Canada • Epidemiology I 	PhD, University of British Columbia, 2000 MSc, Epidemiology, York University, 1995 BSc, York University, 1994	Clinical Instructor, UBC, 2002 Director of Care, Hills Hospital, 1998	HLSC 2001 HLSC 5678

Contract Faculty (Sessional or Academic Associate) & Expertise	Educational Background	Related Experience	Courses Taught

****Obtain full CVs of all Program Members in this section. CVs must be in the same format and merged into a separate 'Curricula Vitae' document/file.***

3.2 Additional academic and non-academic human resources

(Outline additional academic and non-academic human resources including members of the Dean's office, support staff, academic advisors, technical support, etc.)

3.3 Physical resources

3.3.1 Lecture hall resources

(Comment on lecture hall resources.)

3.3.2 Laboratory Resources

(Comment on laboratory resources.)

3.3.3 Laboratory Instrumentation, Equipment, and Software

(Comment on additional physical resources.)

3.4 Academic and Non-Academic Supports

3.4.1 Technology-Enriched Learning Environment (TELE)

Ontario Tech University is a leader among North American universities in implementing and using curriculum and industry specific software in a technology-enriched learning environment (TELE). Our unique environment is adapted to each discipline based on faculty requirements and input for optimal student learning. We are committed to providing the greatest value for students' investment in education and technology while studying at Ontario Tech University.

One of the greatest advantages of Ontario Tech University's approach to TELE is that all students have equal access to the same technology, resources and services. Whether you are inside or outside of the classroom, your course-specific software allows you to work on your own or with others and enjoy seamless access to all Ontario Tech online resources. TELE supports Bring-your-own-device (BYOD) which provides you with laptop standards when acquiring the right laptop for your program and software support services onsite and online.

BYOD TELE services

Undergraduate students in BYOD TELE will bring their own laptop to classes while the software is provided through an online software portal.

- **Software** – Ontario Tech University undergraduate students participating in BYOD TELE have the ability to download and install software to their own personal laptop. Every new academic year,

students will follow the same process by acquiring their software through the software portal they require in accordance to the course registration.

- **Laptop standards** – Ontario Tech University undergraduate students are part of BYOD TELE and are able to review hardware recommended specifications or a list of suggested devices and acquire a laptop through recommended vendors to help in selecting a laptop for their studies at the University. Students, who already own a laptop, are able to confirm that their laptop meets hardware recommended specifications through the hardware verification tool.
- **Laptop rentals** – Ontario Tech University undergraduate students are able to rent a laptop for a daily fee as needed.
- **General use workstations** – Ontario Tech University undergraduate students are part of BYOD TELE and have access to course-specific software at selected desktops located in the library.
- **Exam support services** – IT Services provide hardware, software and technical support during examinations. IT team will be equipped with loaner laptops in the event of major technical issues.
- **Laptop repairs** – IT Services provide on campus repairs on eligible laptop models.

An annual fee for TELE covers wide range of program-specific software, technical software support, exam support and virus protection.

3.4.2 Information Technology Resources

IT Services strives to provide quality services to students at Ontario Tech University. To support these objectives, the following components are included:

- Wireless network;
- Wired network;
- IT Service Desk and Software Support;
- General workstations; and
- Printing services

Wireless network

Wireless internet connection is available in public areas and open-air locations around the Ontario Tech University campus where students congregate (North Oshawa and Downtown locations).

Wired network

To ensure the success of the technology-enriched learning environment, a comprehensive data network has been installed on campus. This includes a network drops in lecture halls and designated areas as well as network drops for each residence suite.

Ontario Tech University students benefit from networked classrooms and learning spaces. Each ergonomically-designed space has data network connection access and electrical connections to ensure battery regeneration. In addition, classrooms include electronic projection equipment and full multimedia support.

IT Service Desk

The IT Service Desk is equipped with certified technicians and experienced IT professionals offering technical support services on a drop-in, call-in or email basis.

Software Support

Software Support specialists are available to students on-site and online to assist in downloading/installing University software and support any other software related issues.

Printing services

Printing services are available to students in the following areas: labs, classrooms, study common areas, the Learning Commons and the Library. All Ontario Tech University students receive print credits every year, more Printpacks can be purchased through the Campus Bookstore if students require additional printing services.

3.4.3 [Teaching & Learning Centre](#)

The mission of the Teaching and Learning Centre (TLC) at Ontario Tech University is to empower faculty to reach their potential as educators and to create a culture where effective teaching is valued. We champion the scholarship of teaching and implementation of pedagogy. We create valuable teaching and learning professional development experiences. We move Ontario Tech University towards being a leader in teaching excellence, ultimately leading to greater student success.

The TLC provides faculty with a range of tools and facilities to assist them in providing a rich learning experience for students. Experts at the TLC provide support in various areas including curriculum development, multimedia design, learning technology and in the overall improvement of teaching practice.

In addition, the TLC funds teaching-related projects from the Teaching Innovation Fund (TIF) for proposals by faculty members aimed at

developing new methods in teaching and learning. The TLC facilitates teaching awards at the University and supports faculty in their application for external awards and funding opportunities that focus on teaching and learning.

3.4.4 Student services

All undergraduate students have access to an extensive support system that ensures a quality student experience. Each Faculty may provide additional, Faculty- or program-specific supports. In addition to the outlined services below, students may also take advantage of the [Campus Bookstore](#), [Housing and Living Resources](#) as well as the [Ontario Tech Student Union](#).

Academic Advising

(Insert program-specific information here. Please provide details on your Faculty Academic Advising Office and supports, and any program-specific student support services (e.g. peer mentoring, 'coffee chats', study groups, etc.)

[Student Learning Centre](#)

Ontario Tech University fosters a high level of academic excellence by working with students, undergraduate and graduate, to achieve educational success. Faculty specific academic resources are available online and include tip sheets and videos. Academic specialists offer one-on-one support services in mathematics, writing, study skills, ESL and physics. With the additional support of peer tutors and workshops, the Student Learning Centre can also accommodate the needs of a specific course or program.

[Student Accessibility Services](#)

Ontario Tech University ensures that students with disabilities have equal opportunities for academic success. Student Accessibility Services operates under the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act. Services and accommodation support are provided for students with documented disabilities and include:

- Adaptive technology training
- Alternate format course material
- Learning skills support
- Testing support
- Transition support for incoming students

Student Accessibility Services also provides inclusive peer spaces, support groups, and skills workshops for students.

[Careers Readiness](#)

Ontario Tech University offers comprehensive career service assistance, co-op and internship support and a variety of valuable resources to help students along their career paths, including:

- Assistance with creating effective job-search documents
- Career counselling
- Co-op and internships
- Interview preparation
- Job market information
- Job search strategies

The Career Centre hosts a variety of events during the academic year including employer information and networking sessions, job fairs and interviews conducted by leading employers.

[Student Engagement, Equity and Inclusion](#) , and [Indigenous Education and Cultural Services](#)

The university supports students' successful transition and provides opportunities to develop leadership and professional skills throughout their university career. Services provided include:

- Equity and inclusivity programming and support groups
- Indigenous Education and Cultural Services provides space and supports for students to connect with Indigenous culture and resources
- Opportunities to grow and develop leadership skills through the Ambassador and Peer Mentorship program
- Orientation and events through first year
- Peer mentoring
- Services and supports for international and exchange students
- Specialized programming for first-generation, graduate, Indigenous, international, mature, online, transfer and diploma-to-degree pathways students

[Student Mental Health Services](#)

Student Mental Health Services helps students learn how to better manage the pressures of student life. Students can:

- Access short term counselling and therapy services

- Access tools and resources online to learn about mental health and how to maintain good health and wellness
- Attend drop-in sessions
- Participate in events, activities or support groups that promote positive health and well-being
- Work with a mental health professional to address concerns

Students in distress will also be provided with support and counselling as needed. There is no cost to students and services are confidential. For those who need long-term counselling support or specialized mental health services, Ontario Tech University will provide referrals to assist the student in accessing resources in the local community or in the student's home community.

[Athletics and Recreation Facilities](#)

Ontario Tech University offers a number of recreation facilities and fitness opportunities to meet all lifestyles and needs. On-campus facilities include the state-of-the-art FLEX Fitness Centre which overlooks Oshawa Creek, five gymnasiums, a 200-metre indoor track, two aerobic/dance studios, the Campus Ice Centre, Campus Fieldhouse, a soccer pitch, a fastball diamond, squash courts and an indoor golf training centre. Students are able to participate in varsity and intramural sports as well as group fitness classes and personal training sessions.

[Campus Health Centre](#)

The Campus Health Centre provides assistance in numerous confidential health-care options including:

- A medical clinic with daily access to physician and nursing staff;
- Allergy injections, immunizations and influenza injections;
- An on-site laboratory (blood work, STI testing, throat swabs, etc.);
- Complementary Health Services featuring acupuncture, chiropractic, custom orthotics, massage therapy, nutritional counselling and physical therapy;
- Gynaecological health-care and prescriptions; and
- Treatment of disease, illness and injury.

[Student Awards and Financial Aid](#)

Student Awards and Financial Aid (SAFA) is dedicated to helping students understand the variety of options available to finance their education. Budgeting and financial planning are essential to their success and SAFA is on hand to help create the right financial plan. Financial assistance can be in the form of bursaries, employment (both on-campus and off), parental resources, scholarships, student lines of credit and the Ontario Student Assistance Program (OSAP).

3.5 Financial resources

Insert a summary statement from the BPO of the Faculty including responses to each of the following items:

- *Is there evidence of sufficient resources to maintain the program?*
- *Describe how the budget is allocated within the Faculty.*
- *Discuss administrative staff levels.*
- *Discuss the size of the program relative to the student population and faculty ratio.*
- *Discuss the allocation of core hires vs. sessional hires. (Note any recent hires within the review timeframe.)*
- *Describe what TA supports are available.*
- *List service course requirements.*
- *Address classroom space/online rooms.*
- *Describe what student study space and amenities are available.*
- *List and discuss lab and equipment costs.*
- *A summative statement on if there are sufficient resources to support the program and any future concerns.*

APPENDICES

- A. Calendar Course Descriptions
- B. Course Outlines
- C. Enhanced program learning outcomes and UDLE alignment map
- D. Library Report

(Insert additional appendices referenced in self study, if applicable.)