



Cyclical Review of Undergraduate Degree Program

Degree and Program Name(s):

Components Included:

(i.e. specializations, co-op, pathways, etc.)

Internal Assessment Team:

(please list all team members and indicate their role – chair, faculty, staff, and student)

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-
-

Date:

Dean(s) Approval:

(acknowledging this document has been reviewed and adequately addresses the evaluation criteria set out by the Quality Council)

Signature:	Date:
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Self Study Report

[Program Name]

[Faculty]

This template is for all undergraduate programs undergoing the cyclical review process and aligns with Ontario Tech Institutional Quality Assurance Process (IQAP). Together with the required supporting documents, this self-study will help to ensure that all evaluation criteria established by the Quality Council are addressed. All sections of the template are required. Please retain all the prompts and questions and address/answer all points in each section. Yellow highlights will be removed and corrections to formatting (if needed) completed during CIQE's final review of the report.

1 Introduction

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 12,000 undergraduate and graduate students as well as over 31,500 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 skill sets 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.

The Faculty of [Faculty Name Here]

Please provide a brief description of your overall Faculty here, including mission, vision, and strategic direction

[Insert Response Here]

Faculty of [Insert Faculty Here] Programs at Ontario Tech University

Please outline all programs offered within your Faculty. You may copy and paste from the program listing within the Undergraduate Academic Calendar

[Insert Response Here]

Description of the Program(s)

Please describe the program's basic structure, including details on specializations or other degree options. How is the program governed? What Faculty-level 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 (you may wish to use subheadings or other indicators).*

[Insert Response Here]

Background on the Program(s)

Provide a brief background on the program (when it started, when new fields were added, any major changes to the program, etc.) Outline all modes of delivery, locations and components.

[Insert Response Here]

Career Opportunities

Outline potential career opportunities for graduates of this program

[Insert Response Here]

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

How does the program align with the University's Mission, Vision and 2023-2028 Integrated Academic-Research Plan?

How do the Program Objectives and Program-level Learning Outcomes align with these?

[Insert Response Here]

2 The Cyclical Program Review

Preparation of the Self Study

Provide a brief description of how the self-study document was prepared (how did the IAT members participate? Discuss any meetings, etc) Please ensure you state how your student rep was involved and how their feedback was incorporated.

[Insert Response Here]

Areas of Focus

Provide a bulleted list of areas you would like feedback on as part of the review process. It is recommended to consult with the Dean and faculty when building this section.

[Insert Response Here]

Previous Cyclical Reviews

Please refer to the previous cyclical review document and provide updates on the concerns and recommendations that were raised. Which items have been acted upon, and which have not? Why?

[Insert Response Here]

3 Program Requirements, Learning Outcomes, Degree Level Expectations, and Program Structure

Program Learning Outcome Review

Participate in program learning outcome (PLO) review sessions and provide an outline of the participants and activities involved in the review and enhancement of the PLOs, including scheduled workshops and sessions with TLC or CIQE and meetings with the IAT or program to discuss revisions. Please ensure you mention how the student member participated in the revision process.

[Insert Response Here]

Reflections: Program Learning Outcomes That Have Been Serving the Program Since the Last Review/Program Inception

Refer to the chart of the existing Program Learning Outcomes and their mapping to the Degree Level Expectations that have been serving the program since the last review or the development of the program (in cases where this is the first review). The document has been provided and will be labeled Appendix A.

[Insert the following text here, referring to the Original PLO Mapping Document Appendix: "Please see Appendix A for a list of the Program Learning Outcomes that have been serving the Program since the last review (or program inception) and their relationship to the Degree Level Expectations"]

Discuss the following: How have students been expected to demonstrate the learning outcomes? How have these PLOs served the program? Did you notice any gaps or irrelevancies? 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 that needed revision.

[Insert Response Here]

Looking Forward: Program Learning Outcome Enhancements

Participate in PLO review sessions and complete the new PLO mapping document to describe what the student will know or be able to do by the end of the program and how that knowledge or skill will be demonstrated. As Appendix B, please include the updated CLO to PLO to DLE map that you developed as part of this review and refer to the new document to complete the questions in this section.

[Insert the revised Program Learning Outcomes in the table below; do not alter the table or associated text.]

Table 1: Revised Program Learning Outcomes

The following Program Learning Outcomes have been enhanced to guide the program over the next seven years.

Program Learning Outcome Number	Enhanced Program Learning Outcomes
1.	
2.	
3.	

[Insert the following text here, referring to the Revised PLO-Course-DLE Mapping Document Appendix: "Please see Appendix B to review the mapping of the revised Program Learning Outcomes to the Degree Level Expectations and courses in the program."]

What gaps did you address? During the revisions to your PLOs, were the statements revised with an equity, diversity, inclusion, and decolonization lens?

[Insert Response Here]

Program Requirements

Please access your program's curriculum requirements/program map in Appendix C. Describe the rationale behind the curriculum progression, and any special notes regarding electives and breadth.

[Insert the following text here, referring to the program map and courses from the Academic Calendar: "Please see Appendix C, Program Curriculum to review the program's curricular requirements."]

[Insert Response Here]

Applied Experiential Learning Opportunities

Summarize any applied learning opportunities within the program (case studies, simulation/immersive labs, simulated workplace projects, practicum, co-op, internships, etc.) and any associated advantages/challenges for students. Please refer to Ontario Tech's Experiential and Work Integrated Learning website for examples and information.

[Insert Response Here]

[Insert the following text here: "The statements below reference the data points in Appendix D – Program Factbook"] *Refer to Applied Experiential Learning Opportunities in Appendix D. Are there any trends or highlights?*

[Insert Response Here]

Current State of the Discipline

How does the curriculum reflect the current state of the discipline or area of study?

[Insert Response Here]

Innovation in Program Design or Delivery

Are there any unique, innovative or creative highlights of this program or its delivery? This may include partnerships with external organizations or institutions, events, joint programs with colleges or universities, year abroad programs. What sets this program apart from other similar programs at other institutions?

[Insert Response Here]

Reflections on the Program Structure

Have there been any recent changes to the program structure (courses added or removed, changes to mode of delivery, etc)? Are there any specific subject areas/terms/courses where students tend to struggle the most? Describe the modes of delivery used in the program.

[Insert Response Here]

Equity, Diversity, Inclusion and Decolonization

[Insert the following text here:

"The Teaching and Learning Centre supports the Ontario tech community with resources, information, and training related to Universal Design for Learning (UDL). Additionally, a document has been created, titled Demonstrating Principles of Diversity, Inclusion and Belonging in Curriculum Design and Enhancement, to guide and empower faculty and staff in supporting DIB principles in all that we do, including the design and enhancement of curricula at the university. While developing new programs and courses and/or enhancing existing curricula, individuals are asked to consider the integrated themes and questions outlined in the document, to help

support Ontario Tech’s commitment to enabling equitable and barrier-free access and participation in education for all.”]

How have the principles of EDID been considered in your program/courses? Do courses contain content, concepts, materials and resources from scholars/professionals who are part of a historically marginalized group? Is accessibility considered? Are the needs of students with disabilities being integrated into the program (i.e. ways students are asked to demonstrate their knowledge).

[Insert Response Here]

4 Program Admissions and Retention

[Insert the following text here: “The statements in this section reference the data points in Appendix D – Program Factbook”]

Program Admission Requirements

Refer to Program Admission Requirements in Appendix D. Are the admission requirements appropriate and still relevant? Are they aligned with the learning outcomes?

[Insert Response Here]

Prior Learning Experience

If applicable, are students credited for prior learning?

[Insert Response Here]

Program Applications and Offers

Refer to Program Applications and Offers in Appendix D. Please summarize the data. Any trends, comments or concerns?

[Insert Response Here]

Enrollment Trends and Challenges

Refer to Enrollment Trends and Challenges in Appendix D. Please summarize the data. Any trends, comments or concerns? Any anticipated changes or restrictions on enrolment?

[Insert Response Here]

Student Retention

Refer to Student Retention in Appendix D. Please summarize the data. Any trends, comments or concerns?

[Insert Response Here]

Quality of the Student Experience

What do students think about the program? Refer to Quality of the Student Experience in Appendix D and any general feedback you have received from students and get input from your student representative on the committee.

[Insert Response Here]

[Insert the following text here: "If you are interested in learning more about Ontario Tech, please visit --."]

5 Student Success

[Insert the following text here: "The statements in this section reference the data points in Appendix D – Program Factbook"]

Student Performance

Refer to Student Performance in Appendix D. Please summarize the data. Any trends, comments, notable achievements? Can improvements be made?

[Insert Response Here]

Academic Awards and Student Achievements

Refer to Academic Awards and Student Achievements in Appendix D. Please add any additional Faculty/Program specific student achievements you may have. Summarize the data and highlight any notable achievements.

[Insert Response Here]

Postgraduate Study and Employment Rates

Refer to Postgraduate Study and Employment Rates in Appendix D. Please summarize the data and provide any supplemental information you may have.

[Insert Response Here]

6 Reflections on the Program

Opportunities for Change

Discuss the program's overall challenges and opportunities for improvement, with emphasis on any discovered through preparation of the self-study report.

[Insert Response Here]

Program Strengths

Highlight the program's overall strengths, with emphasis on any discovered through preparation of the self-study report.

[Insert Response Here]

7 Resources

Faculty Members

[Insert the following text here: "The statements in this section reference the data in Appendix E – Faculty Information and Appendix F – Faculty CVs."]

Please complete the and reference the charts in Appendix E and provide CVs (in the same format and merged into one document/file) for all faculty members as Appendix F.

Provide below general comments on:

- *Evidence of the quality of the Faculty (recent research or professional/clinical expertise/qualifications, funding, awards, scholarly record, etc.) and their ability to sustain the program, promote innovation, and foster an appropriate intellectual climate*
- *Any other evidence that the program and faculty ensure the quality of the student experience*
- *Indicate the ratio of Tenure-and-Tenure-Track (TTT), Teaching Faculty (TF), and sessional instructors (S). Outline the role of any sessional/part-time faculty and how this contributes to the sustainability of the program and quality of the student experience*

[Insert Response Here]

Additional Academic and Non-Academic Human Resources within the Faculty of [X]

Please list any additional non-faculty positions that support the program from within the Faculty (members of the Dean's office, support staff, technical support).

[Insert Response Here]

Physical Resources - Classrooms

Describe the typical lecture halls used in this program and their suitability to support the program.

[Insert Response Here]

Physical Resources - Laboratories

Describe the laboratory resources and their suitability to support the program.

[Insert Response Here]

Physical Resources - Laboratory Instrumentation, Equipment, and Software

Describe the instrumentation, equipment and software used within the laboratories and their suitability to support the program.

[Insert Response Here]

Student Study Space and Amenities

The North Oshawa library has approximately 700 study spaces available in a mixture of soft seating, open tables, and study carrels. Study areas are split into areas that allow for different levels of noise. There are 10 bookable group study rooms, for up to 8 people, equipped with a whiteboard and/or smartboard.

Several other study spaces on campus are available, such as the “fishbowls” in the Science Building, and atrium tables and seating in all buildings (SIRC, ERC, SHA, Science, and Business). Students may also reserve meeting rooms and classrooms through a booking portal, to access these spaces when not in use for existing lectures.

Downtown Oshawa library (located at 61 Charles Street) offers a mix of soft seating, open study space, study carrels, and bookable study rooms. Additionally, there are lounge spaces with tables and chairs set up throughout the building, that are ideal for group or individual study.

Amenities on campus include, but are not limited to:

Food Services
Student Union
Campus Store
Health Centre

Parking
Campus Safety
Campus Recreation and Wellness Centre

Learning Resources

Provide an opening statement to describe any other resources within the Faculty to sustain the quality of scholarship and research activities of undergraduate students, enhance the learning and teaching environment, promote student well-being and resiliency in the learning and teaching environment; include Academic Advising; refer as noted below to the two standard Appendices. CIQE will request a ‘Library Statement’ to be included as Appendix H.

[Insert Response Here]

[Insert The Following Text Here: “Please see Appendix G for a University statement concerning learner support services.”]

["Please see Appendix H for a statement from the Library confirming the adequacy of library holdings and support for student learning."]

Financial Resources

Please ask the Director, Planning and Operations and/or the Academic Planning Specialist in your Faculty to provide responses for this section.

- *Is there evidence to support sufficient physical, human, and financial resources to maintain the program in the short and long term? Discuss any limitations.*
- *How is the budget allocated within the Faculty?*
- *Discuss the size of the program relative to the student population, faculty ratio, and administrative staff levels.*
- *Describe what TA supports are available.*
- *Discuss lab and equipment costs.*
- *Provide a summative statement regarding the resources to support the program and any future concerns.*

[Insert Response Here]

APPENDICES

- A. Previous Program Learning Outcomes
- B. Revised PLO-Course-DLE Mapping
- C. Program Curriculum
- D. Program Factbook
- E. Faculty Information
- F. Faculty Curricula Vitae
- G. Learning Resources
- H. Library Report

(Insert additional appendices referenced in self study, if applicable. Note, additional appendices are not required.)